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ABSTRACT

This module is designed to assist teacher educators, prospective teachers, and practitioners to become more familiar with the Educational Resources Information Center (ERIC). It is oriented toward the solution of educational problems and demonstrates how to use ERIC for this purpose. It consists of both an instructor-directed learning unit and an independent learning unit, which provides the student with an opportunity to work on a particular problem using ERIC resources. Part I, the Instructor Guide, contains descriptions of information available in three ERIC publications: Resources in Education (RIE), Current Index to Journals in Education (CIJE), and the Thesaurus of ERIC Descriptors. A step-by-step description is given of how to conduct an ERIC manual search and of how to work with an information specialist to complete an ERIC computer search. The unit is designed so that information may be presented via transparencies and group lecture methods. Complementing this unit are a script for transparency presentation, two participant tests, and a simulation exercise. Part II, the Instructor-directed Learning Unit, contains masters which may be duplicated for participant use. These include a participant guide called "Securing Information Through ERIC", participant tests and unit evaluation forms, and masters from which transparencies may be made. Part III is an Independent Learning Unit which may be used through a self-instructional, individualized approach. Included are masters for the participant guide of the Independent Learning Unit and a participant evaluation form. The fourth part of the module contains information on directories of ERIC search services, bibliographies, and other resources. (JD)

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USING INFORMATION FROM ERIC TO SOLVE EDUCATIONAL PROBLEMS

A Resource Module for Teacher Education

I. Instructor Guide to the Module

II. Instructor-Directed Learning Unit

III. Independent Learning Unit

IV. Selected Resources

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U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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FOREWORD

Professional preparation and development in education require access to the thinking and experience of professional practitioners. This thinking and experience, which make up the knowledge base of the profession, are found in professional literature, a primary source of which is the Educational Resources Information Center (ERIC), a national collection of educational documents and journal literature.

ERIC is a comprehensive system, consisting of over 190,000 documents in Resources in Education (RIE) and over 226,000 journal articles in the Current Index to Journals in Education (CIJE). It is readily accessible throughout the nation to support education personnel development and the improvement of educational practice.

The purpose of this Resource Module is to assist teacher educators, prospective teachers, and practitioners to become more familar with ERIC and its use in solving educational problems. It has several distinctive features. First, it is oriented around the solution of educational problems, and demonstrates how to use ERIC for this purpose. Second, it consists of both an instructor-directed learning unit and an independent learning unit to provide flexibility in use. Third, it incorporates a simulation exercise which provides the student with an opportunity to work on a particular educational problem using ERIC resources and it guides the student's thinking through this process. Fourth, it includes an instructor's guide and a list of other references to enrich instruction as desired or needed.

The ERIC Clearinghouse on Teacher Education was fortunate in securing the services of Dr. W. Robert Houston, University of Houston, to develop this Resource Module. Dr. Houston, widely known for his work in program and faculty development, drew on his rich background of experience in the development and publication of this Module.

Earlier drafts of the Module were revised on the basis of pilot testing at St. Thomas University and the University of Houston, Houston, Texas, and Western Kentucky University, Bowling Green, as well as on the basis of careful reviews by a number of qualified readers. We wish to acknowledge the contribution of the following readers to the development of the Module: Michael Butler, Dean Schwanke, and Sharon Boardman of the Clearinghouse staff; Robert Chesley, Cheryl Chase, and Frank Smardak of the Central ERIC staff; Nevin Robbins, University of Mississippi; and staff members of the Clearinghouses on Information Resources, Higher Education, and Handicapped and Gifted Children.

We believe that this Resource Module is an important addition to the resource tools for using ERIC, and express our appreciation to Dr. Houston for developing it for us.

Karl Massanari, Director
ERIC Clearinghouse on Teacher Education

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How to Use ERIC

USING INFORMATION FROM ERIC TO SOLVE EDUCATIONAL PROBLEMS:

A Resource Module for
Teacher Education

PART I

INSTRUCTOR GUIDE TO THE MODULE

Information, directions, and lesson plans for instructors are included in this part of the module.

A. Introduction

B. How to Use This Resource Module

C. How to Use the Instructor-Directed Learning Unit
   - Preparation for Unit
   - Script for Transparency Presentation
   - Answers to Participant Test Number 1
   - Answers to Participant Test Number 2
   - Answers to Simulation Exercise

D. How to Use the Independent Learning Unit
   - Preparation for Unit
   - Using the Unit

E. Notes About ERIC for the Instructor

F. Glossary of ERIC Terminology

G. Selected References/Resources on ERIC

PART I
INSTRUCTOR GUIDE

INTRODUCTION

The Educational Resources Information Center (ERIC) provides a useful support system for teachers and prospective teachers. ERIC has indexed and published resumes of thousands of documents and journal articles that can provide information to help solve educational problems. Many of these documents are not otherwise available.

The purpose of this module is to introduce prospective and inservice teachers to ERIC and to stimulate them to use ERIC as a resource. The objectives of the module are as follows.

1. Describe information available in three ERIC publications: Resources in Education (RIE), Current Index to Journals in Education (CIJE), and Thesaurus of ERIC Descriptors.

2. Conduct an ERIC manual search.

3. Describe how to work with an information specialist to complete an ERIC computer search.

Two optional instructional approaches are included in the module: (a) Instructor-directed Learning Unit, and (b) Independent Learning Unit.

INSTRUCTOR-DIRECTED LEARNING UNIT

The Instructor-directed Learning Unit is designed so you can present the information via transparencies and a lecture to a group of preservice or inservice teachers. Complementing this approach are (a) transparencies (b) participant guide, Securing Information Through ERIC, and (c) two participant tests.

The Instructor Guide is a resource, not a set of specifications to be followed; indeed, you are encouraged to modify it to fit your own teaching style. Typically, the unit will require about two hours to complete the lecture-style format. This provides time for an introduction, lecture, test, and some questions and review based on the test. Some instructors divide the session into two parts, using the test as an introduction to the second session and as a basis for discussion and clarification. This unit can be followed by a trip to an ERIC collection so participants can have a hands-on experience.

INDEPENDENT LEARNING UNIT

In the Independent Learning Unit, participants learn to use ERIC through a self-instructional individualized approach. Masters for duplicating A Teacher's

Guide to ERIC, the participant self-instructional guide, are included in this module. A trip to an ERIC collection as an optional follow-up activity is an effective way to strengthen student learning.

HOW TO USE THIS RESOURCE MODULE

To use this module, first decide which of the two approaches (lecture or self-instructional) you wish to use. Second, read the Instructor Guide for the selected approach (see page I-3 for Instructor-directed Learning Unit and page I-27 for the Independent Learning Unit). Third, use the masters to duplicate participant guides and transparencies. These masters are included in Parts II and III of the module.

Regardless of which approach is selected, instructors can extend learner experience with ERIC by assigning them to find resources or solve problems by conducting an actual ERIC search. Whenever this is feasible, you are encouraged to have participants actually become involved in a search using ERIC.

This module assumes that instructors know about ERIC but are not experts in the system.

Before you preceed further, take time to become familiar with the materials in this module. The module is divided into four parts. You are currently reading the first part which includes information for you as an instructor. There is a section which provides step-by-step information on implementing the Instructor-directed Learning Unit (pages I-3 to I-26), including lecture notes. A second section describes how to implement the Independent Learning Unit (pages I-27 to I-29). Notes on information previous instructors have found helpful (pages I-30 to I-32), a glossary of terminology (pages I-33 to I-35), and a list of selected references (pages I-36 and 37) complete this part of the module.

The second part of the module includes all the masters for the Instructor-directed Learning Unit. This includes the participant guide which is duplicated and distributed to students, masters for the transparencies you can use to complement your lectures, two participant tests, and a participant evaluation form.

The third part of the module includes masters for the participant guide of the Independent Learning Unit and a participant evaluation form. These masters are used to produce adequate copies of this unit for your participants.

The fourth part of the module actually is a set of resources. Directories of ERIC microfiche collections and of ERIC search services, bibliographies, and other resources that extend your own data base on ERIC are attached for your use.

HOW TO USE THE INSTRUCTOR-DIRECTED LEARNING UNIT

This is one of two proposed approaches to teaching about ERIC (the other being an independent learning unit).

PREPARATION FOR UNIT

1. Prepare transparencies for overhead projection using the set of transparency masters included in Part II,D of this module. The transparency masters are designed to be used in thermal copy machines (e.g., a 3M Thermo-fax copy machine) and with projection (thermocopy) film.

2. Duplicate sufficient copies for each participant of (a) participant guide "Securing Information Through ERIC" (Part II,A); (b) participant tests (Part II,B); and (c) participant assessment of unit (Part II,C).

3. If possible, secure a copy of: (a) the Completely Revised Edition of the Thesaurus of ERIC Descriptors (1980); (b) Resources in Education (RIE), published after July, 1980; (c) Current Index to Journal in Education (CIJE), published after July, 1980; (d) a recent ERIC document on microfiche (with an ED number greater than ED 182 413); and (e) a microfiche reader. It is important to use current resources since major changes occurred in 1980.

4. Decide whether the unit will be taught in 2 one-hour sessions or in 1 two-hour period.

5. Read the suggested narration, making any changes in it you feel would be helpful. The introduction can be recorded or read in person. If you choose to use the recorded option, audiotape this prior to the session with participants. No audiotape is furnished with this unit.

6. Secure an overhead projector, screen, and a cassette audiotape playback unit (the latter needed only if the introduction is audiotaped).

7. If you are not familiar with ERIC, search for information in your particular field of interest.

8. Review the Attached Resources (Part IV of this module) so you can call participants' attention to selected features.

9. As background information, you may wish to read (a) Notes about ERIC for the Instructor (Part I, pages 30-32); a Glossary of ERIC Terminology (Part I, pages 33-35); and Selected References/Resources on ERIC (Part I, pages 36-37).

10. Please note that the participant guide, "Securing Information Through ERIC" is distributed after about an hour if the unit is taught in a single session or at the beginning of the second session if the unit is taught in two periods.

SCRIPT FOR TRANSPARENCY PRESENTATION

ACTIVITY	SUGGESTED NARRATION

FIRST SESSION
Introduction

Instructor lecture

Thousands of documents are written each year. Many of them are particularly helpful to teachers, prospective teachers, and other professional educators.

The problem is locating this information. Many materials remain unpublished or available only to a limited group of educators. The U.S. Department of Education sponsors an information-retrieval system that helps us gain access to this literature. It is the Educational Resources Information Center, or ERIC for short.

In this session you will learn about ERIC, its publications, and how to use it. The following transparency/audiotape introduces this system.

Overhead projector, transparencies, cassette audiotape recorder, and cassette for this introduction.

(INSTRUCTOR NOTE: See script which follows. Use overhead transparencies and cassette audiotape unit for this introduction. You can use transparencies and read script yourself, if you wish.)

Script: THE NEED TO KNOW ...

OVERHEAD TRANSPARENCY	AUDIOTAPE NARRATION

(Music)

Transparency #1

Have you ever wondered how other teachers deal with discipline problems in inner city schools? How effective is individualized instruction? What's happening--nationwide--in the education of exceptional children and minimum competency testing? What do the

OVERHEAD TRANSPARENCY	AUDIOTAPE NARRATION
	"experts" and educational researchers have to say about these trends? What do other teachers say?
Transparency #2	Answers to these questions and many, many others are available to teachers and prospective teachers through the Educational Resources Information Center--ERIC.
Transparency #3	You will find that ERIC can be an important resource for several reasons: ·It provides ready access to over 400,000 documents and journal articles. ·All are related to education. ·ERIC, established in the mid-1960's, restricts itself to acquiring documents which are recent and timely. ·ERIC includes many documents not published elsewhere.
Transparency #4	Education is changing rapidly today. New programs for students, improved media, and more effective teaching methods are being developed in schools, universities, and research centers. Many are described in documents that are unavailable or unknown to most teachers, yet could be of invaluable assistance. The purpose of ERIC is to provide access to this literature. Teachers have used ERIC to learn about new classroom techniques such as simulations and educational games, research and practice in working with handicapped children, gifted and talented, dropouts, and non-English speaking residents. They have secured bibliographies on anthropology and world history resources, children's television, and Piaget. They have secured information on

OVERHEAD TRANSPARENCY	AUDIOTAPE NARRATION
	legal issues such as student rights, implications of Public Law 94-142, and day care centers. Some teachers have found personal assistance in dealing with stress and burnout, in assertiveness training, and in personal and family finance.
Transparency #5	Note on the screen just a few of the titles of publications annotated by ERIC.
Transparency #6	ERIC doesn't do everything, but because it is specifically devoted to the problems of educators, it is especially useful in gaining new ideas for your classroom or preparing a research paper.
Transparency #7	ERIC is a national information system supported by the U.S. Department of Education. There are 16 Clearinghouses in the nationwide ERIC network, located at universities and professional associations. Each Clearinghouse specializes in a different educational area. Each searches out pertinent documents or journal articles which are screened, abstracted, and indexed.
Transparency #8	ERIC helps you find relevant documents through two monthly publications. Resources in Education (called RIE) includes indexes and resumes of research findings, project reports, speeches, program descriptions, and curriculum materials. Current Index to Journals in Education (CIJE) covers educational articles in about 800 major educational or education-related journals. Both RIE and CIJE are published monthly.

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ACTIVITY	SUGGESTED NARRATION
Transparency #9	A third publication is also useful, the Thesaurus of ERIC Descriptors. ERIC has developed a standard vocabulary with cross-referencing for consistency in indexing educational documents and journal articles. These descriptors are listed in the Thesaurus.
Transparency #10	The purpose of this unit is to help you learn to use these three ERIC resources to gather information or solve educational problems. In an age that is characterized by a knowledge explosion, such a resource is especially helpful to teachers whose available time is very limited. You, like other educators, will find that ERIC can assist in solving even your knottiest problems. (End of audiotape)
(end of audiotape)	
Instructor lecture	Objectives
Transparency #11	Upon completing this module, you should be able to accomplish 3 objectives.
Show CIJE, RIE, and Thesaurus to class, if available	We will explore each of the 3 major ERIC publications: RIE, CIJE, and Thesaurus of ERIC Descriptors. Using these, you will learn to complete a manual search, and finally, you will learn how to work with an information specialist who completes the computer search.
	Resources in Education
Transparency #12	The first publication we will explore is Resources in Education, usually referred to as RIE. RIE is a guide to documents such as descriptions of educational programs, research reports, project descriptions, curricula, and other educational resources. Each issue includes about 1200 resumes of documents and 4 indexes.

ACTIVITY	SUGGESTED NARRATION
Transparency #13	Each document in RIE is indexed by its author; by the institution originating or sponsoring the document; third, by the subjects covered in the document; and last, by the publication type. The resume provides more detailed information, and can be divided into 3 parts. During the next few minutes, we will use this particular resume because it illustrates all the elements of an ERIC resume.
Transparency #14 (point out parts of the resume when discussing each one)	The first part of the resume includes BIBLIOGRAPHIC INFORMATION. Each document in ERIC is given two numbers. When the document is first received, it is given an accession number. In this case, the SP identifies the ERIC Clearinghouse on Teacher Education which reviewed this document and entered it in the ERIC system. ED 183 510 is the ERIC Document (or ED) number. Resumes from all 16 clearinghouses are listed sequentially by ED number in RIE, therefore, this is the important number for users to remember when referencing ERIC documents. The AUTHOR and TITLE are listed. The SOURCE or agency that originated the document is listed. In this case, it is the Florida State Department of Education. The SPONSORING AGENCY funded in part or whole the project or research upon which the document was based. The National Institute of Education funded this document through its CONTRACT NUMBER 400-76-0089. NOTES include the length of the document (28 pages), problems with reproducability, and other relevant information. Many documents are AVAILABLE from their original source as well as through ERIC. This document is available from the Office of Dissemination/Diffusion for $1.00.

ACTIVITY	SUGGESTED NARRATION
	PUBLICATION TYPE and EDRS PRICE are also listed. The PUBLICATION TYPE categorizes documents to describe their form or organization as contrasted with their subject matter. In the resume we are examining, the publication type is "Reports--Descriptive" with the code number 141. Other types include books, legislative materials, speeches, reference materials, and tests. About 95% of documents currently being cited in RIE are available from the ERIC Document Reproduction Service, known as EDRS. EDRS furnishes documents in two forms.
(Show microfiche if one is available)	1) Microfiche, a 4" X 6" transparent sheet of film containing up to 96 reduced pages. A microfiche reader enlarges these microfiche images.
(Show paper copy report if one is available)	2) Paper copies made from the microfiche.
	The coded EDRS prices for this document are MF01 and PC02.
Transparency #15	To find the cost of a microfiche, refer to the back of a current RIE. PC codes are for paper copy and MF codes for microfiche. A microfiche coded MF01 would cost .83 according to the December 1980 RIE, while a paper copy coded PC02 would cost $3.32. The order form is found in the back of RIE. Many universities and organizations have complete microfiche collections. They can enlarge and reproduce paper copy from the microfiche for each page in the document. (NOTE TO INSTRUCTOR: Discuss where this is available locally. See the Directory of ERIC Microfiche Collections, included in this module's Attached Resources or available free from ERIC.)

ACTIVITY	SUGGESTED NARRATION
Transparency #16	The second part of a resume includes the INDEX TERMS. ERIC uses two kinds of indexing terms. Descriptors are included in the controlled vocabulary of the Thesaurus of ERIC Descriptors. Identifiers are additional words and terms that may be useful in locating a document or identifying concepts with specialized meanings. Identifiers include proper names of people, tests, geographical locations, projects, or organizations. Two identifiers are listed: Linking Agents and Research and Development Utilization Program. Some descriptors and identifiers are preceded by asterisks. These represent the most important concepts in the document, and are called the major descriptors and identifiers. These are included in the RIE Subject Index. In this case, there are five. Can you name them? (Group Dynamics, Instructional Materials, Learning Modules, Problem Solving, and Research and Development Utilization Program.)
Transparency #17	The third part of the resume is the ABSTRACT. Abstracts usually are less than 200 words long and provide adequate information for you to determine the usefulness of the document. They are not designed to replace the document, but to outline major concepts. The initials at the end of the resume are those of the person writing the resume (LH in this case).
	Current Index to Journals in Education (CIJE)
Transparency #18	To locate materials in journals, we turn to ERIC's second major publication, the Current Index to Journals in Education, usually referred to as CIJE. Relevant articles from about 800 journals are indexed in CIJE.

ACTIVITY	SUGGESTED NARRATION
	Like RIE, CIJE includes Subject and Author indexes. Unlike RIE, there is no Institution Index. Instead, there is a Journal Contents Index which contains an alphabetical listing of journals reviewed in a particular issue of CIJE and, under each entry, titles of articles indexed from each journal. Annotations which provide detail about each article are found in the front of CIJE in the "Main Entries" section.
Transparency #19	Examine this annotation. Note how it differs from an RIE resume. In CIJE, ERIC accession numbers are coded EJ for "ERIC Journal." Resumes are listed sequentially by EJ numbers in CIJE. The ERIC Clearinghouse entering this article into the system is CS, or Reading and Communications Skills located in Urbana, Ill. and operated by the National Council of Teachers of English. As in the case of an ERIC document (ED) number, the EJ number is the one to remember when searching for a particular article. The bibliographic information includes the TITLE OF THE JOURNAL ARTICLE, AUTHOR(S), TITLE OF JOURNAL, VOLUME AND ISSUE NUMBER, PAGE NUMBERS, and DATE. Reprints of articles from many journals are available from University Microfilms International. Availability is indicated by the initials UMI. This service was initiated in 1978 as an arrangement between UMI and individual journals. It should be noted that copies of journal articles are not available directly from ERIC or CIJE. Articles are secured either through your library, directly from the publisher of the journal, or as a reprint from UMI. Ordering and pricing information for UMI is found in each issue of CIJE.

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ACTIVITY	SUGGESTED NARRATION
	DESCRIPTORS, as in RIE, are drawn from the Thesaurus of ERIC Descriptors while IDENTIFIERS are not. CIJE ANNOTATIONS are shorter than those in RIE, limited to 50 words, and are included for articles with less than fully explanatory titles. Most articles do have annotations. The current practice is to annotate all articles.
Transparency #20	In addition to monthly issues, both CIJE and RIE publish cumulative volumes each year. CIJE semi-annual volumes include both indexes and resumes; RIE semi-annual volumes include only the indexes. To read RIE resumes, users refer back to monthly RIE issues. RIE also publishes hard-bound annual editions which include both the indexes and the resumes. These two volumes, RIE and CIJE, are the major sources of information about educational documents and journal articles.
Transparency #21	Thesaurus of ERIC Descriptors The third resource, Thesaurus of ERIC Descriptors, provides a controlled vocabulary which simplifies ERIC searches. The Completely Revised Edition, published in 1980, organizes ERIC descriptors into four displays. Two of these are used regularly by persons making ERIC searches--the Alphabetical Descriptor Display and the Rotated Descriptor Display.
Transparency #22	The Alphabetical Descriptor Display lists descriptors in alphabetical order, using bold-face capital letters; for example, PERCEPTION. Examine the information under "Perception." This descriptor was used first by ERIC in July 1966. Since then, 1,604 articles have been indexed under this term in CIJE and 1,092 documents in RIE.

ACTIVITY	SUGGESTED NARRATION
	Several aids help in locating the most appropriate descriptors to use in the search. SN--Scope Note, which defines the descriptor UF--Used For, terms such as "Awareness" that are synonyms for the descriptor, but are not descriptors themselves. NT--Narrower Term, "Auditory Perception" is a specific instance of "Perception." BT--Broader Term, such as "Cognitive Processes," extend beyond and include "Perception". RT--Related Term, is just that -- related to "Perception," and can help sharpen your search. The last three lists (NT, BT, and RT) are of descriptors that could provide additional terms to use in searching RIE and CIJE indexes for information on the topic.
I-13 Transparency #23	The second section in the Thesaurus that is used most often is called the Rotated Descriptor Display. This lists descriptors alphabetically with each word (in each term) arranged alphabetically down the center of the column. This organization helps in finding related terms, since conceptually-related terms may not lie closely together in a regular alphabetical display. A good example of this is the listing of descriptors containing the word "Reading." Reference to the Alphabetical Display under "Reading" would lead you only to those descriptors whose first word was Reading. By using the Rotated Display, all 49 current descriptors containing the word "Reading" can be noted. The user can then refer to the Alphabetical Displays of those terms that appear useful.
(Turn off overhead projector)	

ACTIVITY	SUGGESTED NARRATION

Summary

So far we have reviewed the three major ERIC publications--RIE, CIJE, and the Thesaurus of ERIC Descriptors. Knowing how to use them effectively opens new opportunities for tapping a vast storehouse of innovative ideas.

Participant Test Number 1

(NOTE TO INSTRUCTOR: You may wish to administer Participant Test Number 1 at this time and use its results to review the three documents. Masters for Participant Test Number 1 are found in Part II, B of this module.)

(If you are dividing this program into two sessions, administer the test at the end of the first session, grade the papers and analyze answers, then use the results as a review or discussion at the beginning of the second session. The answers to Participant Test Number 1 are on pages I-21 to I-23 of this Instructor Guide.)

SECOND SESSION OR SECOND PART OF A SINGLE SESSION

(NOTE: Begin the session by reviewing the major uses of the 3 ERIC resources--RIE, CIJE, and Thesaurus. Pass out graded participant Test Number 1 and use it as a guide to discussing the three resources.)

Distribute to participants the guide Securing Information Through ERIC

The major purpose for studying ERIC is not simply to know about it, but to use it to solve problems. This is the focus for this session.

Open your guide to the first page. Note the three objectives for this unit.

Since we have already considered Objective number 1, we are concerned with Objectives 2 and 3. "2. Conduct an ERIC manual search. 3. Describe how to work with an information specialist to complete an ERIC computer search."

ACTIVITY	SUGGESTED NARRATION

Read the 3 vignettes on the next page (NOTE: allow time for participants to read them).

- What is the basic question in the first vignette?
- What are the key words or concepts in that problem?
- What are the basic questions and concepts in the other two vignettes?
- How could these three questions be more sharply defined?

Think of a question, problem, or area of interest about which you would like additional information. Write this down. Discuss it with a colleague to refine the wording. Underline the key variables in the question or statement. (NOTE: Ask participants to share their statements. Discuss ways to sharpen the problem statements. Use the Thesaurus to search for descriptors of key variables.)

Participant Guide, Page 4
Transparency #24

Conducting a Manual Search

Turn to page 4. How does one complete an ERIC manual search? Note that Step 1 is defining the problem. The illustrative problem statement is: "What can I do to improve discipline in my fifth grade class?" Key variables in the problem are "Discipline" and "Fifth Grade Class."

The Thesaurus is used in Step 2 which helps translate key variables into ERIC descriptors. Two displays, the Alphabetical Descriptor Display and the Rotated Descriptor Display, are illustrated here. Recall that the Thesaurus also contains two other displays--the Two-way Hierarchical Term Display and the Descriptor Group Display--each of which may be helpful, but neither is included in this introductory unit.

In Step 3, turn to the Subject Indexes of RIE and CIJE, searching for appropriate titles of documents and journal articles.

Remember to use the cumulative volumes that are published semi-annually and annually which will save you time. Also, begin with the most recent issues of RIE and CIJE.

ACTIVITY	SUGGESTED NARRATION

In Step 4, resumes of documents and journal articles are read to determine which are most appropriate.

Finally, in Step 5, the actual articles and documents are read to obtain information on the problem. Note the five options for obtaining a copy of an RIE document. Number 1 refers to the reduced order form.

One further note. A search of the ERIC information data base is similar to any literature research project. It can be conducted systematically and thoroughly and yield useful, organized information or it can be conducted in a sloppy, haphazard manner with sloppy, haphazard results. ERIC is organized so that a systematic, thorough search is possible and relatively easy to do, provided these five common-sense steps are carefully carried out.

Transparency #25

This chart summarizes the relation of the five steps and applies them both to RIE and CIJE.

Conducting a Computer Search

Computer searches provide practical alternatives to manual searches. They may be necessary when the question is complex.

Transparency #26

An example of a complex, multi-faceted problem is "What are the effects of classroom environment on disadvantaged youth in elementary schools?" There are three aspects of the question: classroom environment, disadvantaged youth, and elementary schools. Locating documents that deal specifically with the question in a manual search would be extremely time consuming and difficult. And because each of the three facets of the problem has a number of related descriptors, it is even more difficult.

OPTIONAL SECTION (NOTE: Some instructors may wish to include the following section on the operations AND, OR, and NOT; others may choose to delete it.)

ACTIVITY	SUGGESTED NARRATION
	Computer search analysts use three operations from Boolean Algebra to simplify the search process: AND, OR, and NOT. Understanding the use of these terms aids in working with search analysts.
Transparency #27	To understand the three computer operations, think about all third graders in Texas and call this Set A. Then think of all Mexican Americans in Texas and call this Set B. A AND B means "A and also B", thus the only persons described are 3rd graders in Texas who are also Mexican Americans. Mathematicians call this the intersection of two sets. A OR B means "either A or B," thus being a 3rd grader or being Mexican American qualifies a person for the new set. This is called the union of two sets. A NOT B means "all of A except that part which is also in B," thus only non-Mexican American 3rd graders are included. How do these operations help computer search analysts? Let's look back at the question concerning classroom environment of disadvantaged youth in elementary schools.
Transparency #28	We would like to include all descriptors in our search, yet our problem is concerned only with the intersection of the three sets of descriptors. All of the descriptors related to Classroom Environment are combined using the operation OR so that the computer will consider any document or article indexed under any one of these terms. This same operation is completed for Disadvantaged Youth and for Elementary Schools.

ACTIVITY	SUGGESTED NARRATION

But since we are concerned only with the intersection of the three concepts, the AND operation is used between sets.

If we call all descriptors related to Classroom Environment "Set C", all related to Disadvantaged Youth "Set D", and all related to Elementary Schools "Set E", then the computer would retrieve only those documents indexed in all three sets; that is, only documents addressing C and D and E. This is illustrated by the shaded portion of the Venn diagram. (This is the end of Optional Section on operations.)

Your major responsibility is formulating a specific question in working with an information specialist. Review the two rules for this that are found on page 7 of your participant guide.

I-18

Participant Guide, "Scenario of a Search"

Now let's return to our fifth grade teacher with a discipline problem. In "Scenario of a Search" on page 7, we follow an on-line computer search.

In searching for appropriate documents, the fifth grade teacher and an information specialist found that there were:

1,109	documents indexed under "Discipline;"
664	documents indexed under "Discipline Policy;"
469	documents indexed under "Discipline Problem;"
1,898	documents indexed under either "Discipline" or "Discipline Policy" or "Discipline Problems."

Some of these documents were indexed under more than one descriptor (1,109 plus 664 plus 469 = 2,232; however, the "or" statement tells us there were only 1,898 documents in all).

Not all 1,898 documents and journal articles have DISCIPLINE, DISCIPLINE POLICY, or DISCIPLINE PROBLEMS as major concepts. Descriptors are marked with asterisks in resumes for those that do, however. The computer search found that 1,055 of the 1,898 documents and journal articles were concerned with discipline as a major concept.

ACTIVITY	SUGGESTED NARRATION
	Some of these, no doubt, were concerned with young children, others with high school and older youth and adults. To narrow the search further, descriptors related to intermediate grades were identified (GRADE 4, GRADE 5, GRADE 6, INTERMEDIATE GRADES, and ELEMENTARY EDUCATION). Not all these nearly 20,000 documents and journal articles were concerned with discipline. To find how many of these documents were also about discipline, the computer was again queried, this time for journal articles and documents about intermediate grades that also were about discipline. The answer: 52 titles. These 52 manuscripts were most likely to yield answers to the fifth grade teacher's question. A printout of 20 titles is found in your participant guide. How many are journal articles? Read the titles and identify those that could be appropriate. (Discuss which ones were selected by participants and why). Three resumes are reprinted to illustrate information that is found when referring to that section of RIE and CIJE.
Transparency #29 Transparency #30	Let's review the advantages and disadvantages of manual and computer searches. (Read through material in transparency, commenting on it as appropriate.)
Participant Guide: Simulation	The material in the simulation will provide further experience in working with ERIC by further exploring resources related to fifth-grade discipline. Turn to page 10 in your participant guide. (NOTE: Read or summarize the introduction, then continue with the first two instructions. First, read through the titles of articles from CIJE and documents from RIE, listing EJ and ED numbers of those you think might be appropriate. The Subject Index from a semi-annual volume and two monthly issues of RIE and CIJE are included.

ACTIVITY	SUGGESTED NARRATION
	Second, using the list of ED and EJ numbers, turn to the resumes which immediately follow the Subject Indexes to identify those that may be useful in solving this problem. Not all resumes are reproduced, so you may encounter an EJ or ED number for which there is no resume in the simulation materials. (INSTRUCTOR NOTE: After students have completed this phase of the simulation, lead them in a discussion.) ●Which EJ and ED numbers did they choose? ●Why? ●Which article and document resumes are most likely to include helpful information? (Following that discussion ask participants to examine the Subject Indexes and Resumes to answer the 6 probing questions in the simulation. These questions are designed to extend their understanding of ERIC resources and how to use them. The answers are not as important as the increased perspective of participants after they have analyzed these resources.) (After participants have individually answered the 6 probing questions have them discuss their responses. Some potential answers are listed on pages I-25 and 26 as a guide to you as instructor. They are not definitive, only illustrative, so let participants work through their own set of solutions.)
Actual Search (Optional)	(INSTRUCTOR NOTE: If possible, have students complete an actual search on a topic or problem important to them using a nearby ERIC collection.
Participant Test Number 2	Participant Test Number 2 could be administered as part of this activity. Masters for reproducing it are found in this module, Part II,B.)
Participant Assessment of Unit	To obtain feedback from your students about this unit, distribute "Participant Assessment of ERIC Unit" at this time, and analyze results. A master for reproducing this form is found in Part II, C of this module.

PARTICIPANT TEST NUMBER 1
USING INFORMATION FROM ERIC

1. Match the ERIC resource with its appropriate use.

c	RIE	a.	Guide to journal articles
a	CIJE	b.	List of ERIC descriptors
b	Thesaurus	c.	Includes resumes of unpublished documents

2. RIE and CIJE are published

___ a. Weekly

✓ b. Monthly, although semi-annual and annual cumulative volumes are published for both RIE and CIJE

✓ c. Annually

3. ERIC generally does not accession certain types of resources. Mark the resources listed below that you would expect to find in ERIC files.

✓ a. Journal articles about education

___ b. Journal articles about the substance of political science (not political science education) concerned with education

___ c. Audio-visual resources (e.g., films, film strips)

✓ d. Education conference reports

✓ e. Educational research final reports

___ f. Educational dissertations Occasionally a dissertation is included, but rarely

___ g. Advertizing or promotional material

___ h. Catalogs

___ i. Legislation in progress - Some is occasionally annotated

✓ j. Final reports of federal projects

4. RIE and CIJE contain several indexes. Circle RIE and/or CIJE if a particular index is included.

Index	Found in	
Subject Index	RIE	CIJE
Author Index	RIE	CIJE
Institution Index	RIE	CIJE
Journal Contents Index	RIE	CIJE
Publication Type	RIE	CIJE

5. Semi-annual cumulative issues of RIE include indexes only. True or False?

6. Semi-annual cumulative issues of CIJE include both indexes and resumes. True or False?

7. ERIC provides copies of most journal articles indexed in CIJE. True or False? They are available through a library by referencing the original journal, from the publisher directly, or in some cases from UMI.

8. ERIC provides copies of most documents indexed in RIE. True or False?

9. EJ stands for "ERIC Journal" while ED represents "ERIC Document." True or False?

10. Identify the meaning of each part of the following RIE resume.

ED 184 679 PS 011 518
Waller, Suzanne P.; Waller, Michael I.
A Multi-Dimensional Approach to Successful Early Childhood Intervention.
Pub Date Apr 80
Note 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980)
Pub Type Reports - Research (143) Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors *Academic Achievement; *Disadvantaged Youth; Early Childhood Education; *Family School Relationship; Home Visits; *Individual Instruction; Intervention; Longitudinal Studies; *Parent Participation; Preschool Children; *Program Effectiveness; *Success
Identifiers *Multiple Model Preschool Program
This paper presents the design, underlying theory and primary outcomes of the Multiple Model Preschool Program (MMPP), a three-year longitudinal early childhood intervention program which focused simultaneously on the three dimensions of parental involvement, home-school relations, and individualized education. In both homes and schools at three different geographic sites, the MMPP examined the effects of a multi-dimensional program on the growth of 134 low-income children identified at age three as potential academic high risks. Results in the area of cognitive functioning of the children, as measured by a battery of standardized aptitude and achievement tests, revealed significant gains of a magnitude which supports the MMPP approach as a fruitful one for increasing the likelihood of academic success for this population. (Author)

a. Where and when was this paper presented? _____

b. What would a microfiche of this document cost from EDRS? _____

(Que: Look at sample order form on page 14.)

c. What does this asterisk mean? _____

11. Identify the meaning of each part of the following CIJE resume.

EJ 212 454 EC 120 822
Verbal Test Performance of Superior High School Students: 1965-1976. Colangelo, Nick; Ogburn-Colangelo, M. Kay. *Journal for the Education of the Gifted*, v2 n4 p193-201 Sum 1979
Descriptors Exceptional Child Research; *Gifted; High School Students; Secondary Education; *Trend Analysis; *Verbal Tests
The article presents a trend analysis of test scores (1965-1976) among superior high school students on the Wisconsin Inventory for Talented Students-Verbal. Performance on the verbal test among superior ninth grade (N=458) and eleventh grade (N=423) students has declined over the past 12 years. (Author)

a. Which Clearinghouse entered this article in ERIC? _____

(Que: Use Clearinghouse list in back of this unit.)

12. What is the meaning of the following terms used in the Thesaurus of ERIC Descriptors?

SN Scope Note

UF Used For

NT Narrower Term

BT Broader Term

RT Related Term

PARTICIPANT TEST NUMBER 2
USING INFORMATION FROM ERIC

1. What is the location of the nearest ERIC microfiche collection? (NOTE: If you do not know, consult the "Directory of ERIC Microfiche Collections" available free from ERIC or from your instructor.) Check with nearby university libraries, regional educational service centers, public libraries in metropolitan areas.

2. Where are copies of RIE, CIJE, and the Thesaurus of ERIC Descriptors located in your library? Usually in the Reference Section, but be sure; go and locate them. Microfiche may be located in a different part of the ERIC facility -- where is it found?

3. Identify a topic, problem, or concept that you would like to know more about. State it as a question. Think of a practical and important question for you

4. Make a manual search using this question as a guide.

5. If this is your first experience with ERIC resources, spend some time simply glancing through each to become better acquainted. Find out in RIE what the current cost for microfiche is from EDRS and how to order documents. Read the ads in the back about other ERIC resources. Note the names of journals indexed in CIJE. Learn to use two other displays in Thesaurus not introduced herein (Two-way Hierarchical Term Display and Descriptor Group Display.) Try it, you'll like it!

6. Where are computer searches available nearby? How long do they take? How much do they cost? Who do you contact to make one?
Again, these often are completed in nearby libraries, either on university campus or otherwise. The librarian at #1 probably is the answer to this question. Follow up; be specific with names, costs

7. Can microfiche be reproduced on paper copy at the library or institution with an ERIC collection? How is this done? What are the costs?
Again, specificity

ANSWERS TO SIMULATION EXERCISE

1.&2. Some of the potential documents and journal articles include:

ED 177 691	EJ 200 758	EJ 213 556
ED 178 419	EJ 207 504	EJ 216 073
ED 179 837	EJ 207 505	EJ 216 898
ED 180 115	EJ 210 896	EJ 216 899
ED 182 023	EJ 213 028	EJ 217 683
		EJ 218 124

These are not definitive nor exclusive answers. Participants will identify others; accept them if there is a rationale for their inclusion. See question #6 for ideas.

3. Documents with research findings include:

ED 175 112	ED 180 985	EJ 209 186
ED 175 534	ED 182 780	EJ 210 366
ED 175 536	ED 183 285	EJ 210 664
ED 176 378	ED 183 541	EJ 213 556
ED 178 094	ED 183 542	EJ 214 886
ED 179 328	ED 183 543	EJ 218 088
ED 180 075	ED 183 545	EJ 218 657
	ED 183 549	EJ 218 696
	ED 184 729	

4. Documents summarizing information on "discipline" include:

ED 175 087	ED 181 150
ED 177 729	ED 182 015
ED 180 054	ED 182 827

5. Document accessioned by the ERIC Clearinghouse on Teacher Education are coded SP.

ED 183 541	EJ 210 271
ED 183 543	EJ 213 556
ED 183 545	EJ 216 898
ED 183 549	EJ 216 899

6. Teacher education modules include:

ED 183 545	EJ 207 538
	EJ 216 899

7. Documents on elementary school settings include:

ED 175 534	ED 183 550	EJ 211 713
ED 178 094	ED 183 551	EJ 213 028
ED 175 536	ED 184 722	EJ 218 124
ED 183 542	ED 184 729	EJ 218 238
ED 183 549	EJ 208 467	EJ 218 657
	EJ 209 458	

8. Some of the cues for question 3: title: "A study of ...;" Publication Type: Reports-research (143); reported in journals like American Educational Research Journal that publish only research studies.

Some cues for question 4: Publication Type: Information Analysis (070).

g.5 The ERIC Clearinghouse accession code SP for Teacher Education, the only clue, is listed only in resumes.

Question 6 clues include titles, words like inservice and teacher education, use of the descriptor, Teacher Education.

What other cues did your participants identify?
Congratulate them on their perceptive analyses.

HOW TO USE THE INDEPENDENT LEARNING UNIT

The independent learning unit, A Teacher's Guide to ERIC, is an optional learning experience to the one directed by an instructor.

PREPARATION FOR UNIT

To prepare for the unit, complete the following steps.

1. Reproduce adequate copies for each participant of: (a) A Teachers' Guide to ERIC (found in Part III, A of this module) and (b) Participant Assessment of the Unit (Part III, B).

2. Complete the unit yourself as an orientation to be able to answer questions that might arise.

3. You may wish to make available to participants the following resources: (a) the Completely Revised Edition of the Thesaurus of ERIC Descriptors (1980); (b) Resources in Education (RIE), published after July, 1980; (c) Current Index to Journals in Education (CIJE), published after July, 1980; (d) a recent ERIC document on microfiche (with an ED number greater than ED 182 413; and a microfiche reader. It is important to provide access to current resources since major changes occurred in 1980.

4. Review the attached Resources (Part IV of this module) so you can call participants' attention to selected features.

5. If you are not familiar with ERIC, search for information in your particular field of interest.

6. As background information, you may wish to read (a) Notes about ERIC for the Instructor (Part I, pages 30-32); a Glossary of ERIC Terminology (Part I, pages 33-35); and Selected References/Resources on ERIC (Part I, pages 36-37).

USING THE UNIT

In distributing the Independent Learning Unit, A Teacher's Guide to ERIC, you may wish to make these points.

1. Thousands of documents are written each year. Many of them are particularly helpful to teachers, prospective teachers, and other professional educators.

The problem is locating them. Many remain unpublished or available only to a limited group of educators.

The U. S. Department of Education sponsors an information-retrieval system especially for educators that helps gain access to this and other literature. It is called the Educational Resources Information Center, or ERIC. The purpose of this unit is to help you more effectively use ERIC resources.

2. Before giving you a copy of the unit, let me share three vignettes of how teachers have used ERIC. (NOTE: These vignettes are printed on page 11 in the participant guide; some instructors hand out guides, then read vignettes with participants.)

A high school economics teacher wanted to make his course more meaningful to his students through a career-exploration unit. He stated his needs in this way: "How can I design a six-week unit on career exploration that is activity-centered and reality-based?" Using the description "Career," he found more than 100 documents in a single month's issue of RIE, two of which he ordered, read, and used in designing his unit (ED 183 926, "Community-Based Learning: Instructional Information for Developing and Implementing Community-Based Learning Programs for Career Development in Secondary Schools;" and ED 183 920, "Dickinson High School Career Awareness: Nine Week Mini-unit").

With the influx of Spanish-speaking students, a rural school in Arizona initiated an ERIC search, using as problem questions, "What are other school districts doing to teach bilingual students? What curriculum materials are available? Are there any special student needs other than language that we should be concerned with?" Several ERIC searches were conducted to gather information on these questions, resulting in a wealth of ideas, lists, resources, and research by schools and universities that formed the basis for a bilingual program that was unique to the community but based on a wealth of experience.

A third-grade teacher was concerned about her low-achieving mathematics pupils. Her methods and materials did not seem to motivate the children nor result in increased learning. It was a frustrating time. Her problem was, "What can I do to increase mathematics comprehension of my students?" An ERIC search turned up a 63-page document developed by teachers and filled with ideas, activities, and materials she could use. She has already adapted some of these and marked others for future use.

3. (Hand out participant guide, A Teacher's Guide to ERIC). This guide may be completed independently. The three objectives are on the first page. You will learn to use three major ERIC resources--Resources in Education (called RIE), Current Index to Journals in Education (CIJE), and Thesaurus of ERIC Descriptors. (NOTE: you may wish to show copies of these at this time if they are available.)

You will also learn to conduct a manual search and to work with an information specialist to complete a computer search.

4. There are four self-tests. The first two test your knowledge of ERIC; the third asks you to locate ERIC resources in the local area; while the last test is based on a simulated ERIC search. Answers to Tests 1, 2, and 4 are located in your unit; however, you are asked to answer questions yourself as a learning process before checking the "textbook answers."

5. Complete this unit independently or, if you wish, with another person. Your instructor will be available to answer your questions.

6. Finally, this unit is not one simply to complete; it is to be used. You will find that the more you use and rely on ERIC, the more powerful this educational resource becomes.

7. (NOTE TO INSTRUCTOR: You may wish participants actually to complete a manual search or to negotiate a computer search as a culmination exercise. This could be used to test each participant's ability to use ERIC to solve a problem.)

(Some instructors have used as final examinations on this unit the Participant Tests found in the Instructor-Directed Learning Unit (Part II,B). Please note that these are almost identical to the self-tests in the Independent Learning Unit.)

(To obtain participant feedback on the unit, ask each person to complete the "Participant Assessment of the Unit." The master for duplicating this instrument is found in Part III, B of this module.)

NOTES ABOUT ERIC FOR INSTRUCTORS

The following Notes were written in response to questions instructors ask but are not directly related to the content in the units. They provide background information for you.

▲Names change over time. In 1964, ERIC stood for Educational Research Information Center. The name was changed to Educational Resources Information Center in 1967.

▲Resources in Education (RIE) was called Research in Education prior to January, 1975.

▲ERIC is the major archive for the vast amount of "fugitive" literature generated in education. Such literature is not generally published (or published in limited quantities) and is usually lost to potential users after a short time.

▲Beginning with the August, 1979 issue of RIE, price codes for microfiche (MF) and reproduced paper copies (PC) replaced the specific prices that had previously been used. This avoided obsolete costs appearing in RIE.

▲The 8th Edition of the Thesaurus of ERIC Descriptors, Completely Revised, was published in 1980. Changes and additions are continually being made and are listed in each monthly issue of RIE and CIJE.

▲The Thesaurus includes four displays, only two of which are discussed in this module: Alphabetical Display and the Rotated Display. The Two-way Hierachical Display lists descriptors in relation to their broader and narrower terms (BT) and (NT). A system of colons, periods, and positions is used to indicate the degree of broadness and narrowness of terms. The fourth display, the Descriptor Group Display, clusters descriptors into 52 groups of topics such as: Abilities, Demography, Instruction, and Resources. It is useful when a general area of interest is known rather than a specific topic.

▲In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC Clearinghouses publish a number of Information Analysis Products. A copy of the most recent IAP brochure is attached to this module. The Clearinghouses analyze and synthesize the literature into research reviews, annotated bibliographies, state-of-the-art studies, interpretative studies on topics of high current interest, and many similar documents designed to compress the vast amount of information available and to meet the needs of ERIC users. These products constitute new contributions to the literature by ERIC.

▲The Directory of ERIC Microfiche Collections and the Directory of ERIC Search Services, updated about every two years, provide useful information on support services. Copies of both are attached to this module.

▲Periodically, ERIC prepares bibliographies of its Information Analysis Products. All items in the series to date are listed below.

Accession Number of Bibliography (in RIE)	Period Covered (Fiscal Year)	Number of Items
ED-029 161	FY1968	149
ED-034 089	FY1969	240
ED-041 598	FY1970	366
ED-054 827	FY1971	416
ED-077 512	FY1972	415
ED-087 411	FY1973	396
ED-126 856	FY1974/1975	534
ED-168 608	FY1976/1977/1978 (thru Dec. 1977)	600
ED-180 499	Jan.-Dec. 1978	211
ED-191 502	Jan.-Dec. 1979	159
	TOTAL	3,486

▲Each of the 16 Clearinghouses is responsible for acquiring documents within its scope; selecting those to be included in ERIC; cataloging, indexing, and abstracting them; and preparing resumes containing this information. In addition, each Clearinghouse provides services to users and conducts its own publications program. Many Clearinghouses publish regular newsletters, free or for a minimal charge. To receive them, write to those Clearinghouses in your areas of interest.

▲The ERIC Processing and Reference Facility in Maryland receives document resumes from all 16 Clearinghouses, checks them, and transcribes them on computer tape.

▲These computer tapes are available for sale. While many organizations purchase these tapes to use on their own computers, a number of special retrieval services are available. They supply the computer, ERIC tapes, and often other data bases. The user of one of these online computer services is responsible for developing the search strategy and connecting (usually by telephone line) a terminal with the central computer. For information on costs and services, contact computer services directly. The three major ones currently offering the ERIC database are:

Bibliographic Retrieval Services, Inc. (BRS)
Corporation Park
Bldg. 702
Scotia, New York 12302
800/833-4707

Lockheed Information Systems
DIALOG Marketing Dept.
50-20/201
3251 Hanover Street
Palo Alto, California 94304
800/227-1960

System Development Corporation (SDC)
2500 Colorado Avenue
Santa Monica, California 90406
800/421-7229

GLOSSARY OF ERIC TERMINOLOGY

Several terms used in this module have been selected from a comprehensive set by Marilyn R. Laubacher, A Glossary of ERIC Terminology (Syracuse: ERIC Clearinghouse on Information Resources, 1978), ED 168 506.

ABSTRACT. A tersely written 200-word narrative description of the subject content and scope of a document. Each citation in RIE includes an abstract.

ALPHABETICAL DESCRIPTOR DISPLAY. Main section of the Thesaurus, listing all Descriptors in alphabetical order and for each descriptor providing scope notes; synonyms; narrower, broader, and related terms; usage postings; and a date indicating when the Descriptor was adopted for usage.

CENTRAL ERIC (CERIC). The organizational unit within the Department of Education responsible for the ERIC network, its budgeting, funding, planning, program development, monitoring, and policy setting. All ERIC contractors (e.g., ERIC Facility, EDRS, Clearinghouses, CIJE Contractor, etc.) report to Central ERIC.

CLEARINGHOUSE. A contractor within the ERIC network that takes responsibility for the acquisition and processing of materials in one of the major areas of the field of education; e.g., Information Resources, Higher Education, Educational Management, Early Childhood Education. ERIC Clearinghouses have traditionally been located within non-profit institutions such as universities or professional associations; the exact number (currently 16) varies with the shifting needs of the educational community. A list of Clearinghouses, with addresses and phone numbers, is included in the participant guides.

CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE). A monthly index to the periodical literature covering about 800 major education and education-related publications. It includes a Main Entry section with annotations, and is indexed by subject, author, and journal contents.

DESCRIPTOR. An index term of one or more words, found in the ERIC Thesaurus, which can be chosen for the purpose of describing, characterizing, or indexing the subject content of a document or journal article. ERIC users can locate documents and articles by searching RIE and CIJE subject indexes using selected descriptors.

DESCRIPTOR GROUP DISPLAY. Word by word alphabetical listing of Descriptors within Descriptor Groups; found in the back of the Thesaurus.

ED NUMBER. ERIC Document Number; an accession number assigned to titles in RIE and used to locate abstracts in the Resume section as well as microfiche.

EJ NUMBER. ERIC Journal Number; an accession number assigned to titles in CIJE and used to locate article annotations in the Main Entry section.

ERIC. The acronym for Educational Resources Information Center.

ERIC DOCUMENT REPRODUCTION SERVICE (EDRS). The ERIC contractor responsible for filming documents, handling standing orders (subscriptions) for microfiche, and processing on-demand individual orders for both microfiche and paper-copy. Receives documents and data for this purpose from ERIC Facility. Address for ordering is P. O. Box 190, Arlington, Virginia 22210.

ERICTAPES. Magnetic tape copies of the files of bibliographic data assembled by the ERIC system. Different files and formats are available from the ERIC Processing and Reference Facility.

HIERARCHICAL TERM DISPLAY (TWO-WAY). A listing of Descriptors showing relationships between broader and narrower terms; found in the back of the Thesaurus.

IDENTIFIER. An index term for a specific entity; e.g., project, legislation, person, place, organization, coined term, acronym, or equipment. There are ERIC guidelines for the construction of Identifiers, but, unlike Descriptors, they are not formally controlled, defined, or structured. Identifiers are intended to provide additional specialized indexing depth. Major Identifiers are listed in the Subject Index of RIE and CIJE.

INFORMATION ANALYSIS PRODUCTS (IAPs). Publications commissioned and produced by each Clearinghouse, including bibliographies, topical papers, literature reviews, directories, and state-of-the-art papers within the scope of interest of that Clearinghouse.

INSTITUTION INDEX. Found in RIE, this index lists document titles under the institution responsible for producing them and under their sponsoring agency when applicable. Arranged in alphabetical order by name of university, agency, association, etc.

JOURNAL CONTENTS INDEX. Located in the back of each issue of CIJE, this alphabetical listing of journals reviewed for that issue also indicates the titles of the articles indexed from each journal.

MAJOR DESCRIPTOR. A Descriptor representing one of the major concepts contained in a document. Major Descriptors appear in the published indexes. In order to restrict the size of the indexes, no more than six (6) Descriptors may be designated as Major. A Descriptor is Major or Minor only in the context of a particular document or journal article where it is being used and not inherently. An asterisk (*) is used to denote a Major Descriptor in the Document Resume Section of RIE and the Main Entry Section of CIJE.

RESOURCES IN EDUCATION (RIE). A monthly journal of resumes announcing recently completed research reports, descriptions of projects and outstanding programs, and other documents of educational significance. It contains subject, author, and institution indexes.

ROTATED DESCRIPTOR DISPLAY. A list of all Thesaurus Descriptors in which the complete terms for multi-word Descriptors are entered in alphabetical order by each word in the term. Used to trace a single word or concept which occurs in more than one Descriptor; e.g., Information, Information Retrieval, Community Information Services.

THESAURUS OF ERIC DESCRIPTORS. A book containing the structured controlled vocabulary of educational terms used by ERIC which are called Descriptors. These terms are used in indexing and retrieving documents and journal articles in the ERIC system. New terms are added to the vocabularly as it becomes necessary, and are included in the back of monthly and semi-annual RIE and CIJE volumes.

UNIVERSITY MICROFILMS INTERNATIONAL (UMI). This company provides a commercial reprint service for many of the journals regularly covered by CIJE. The availability is found in the Source Journal Index in CIJE; address is 300 North Zeeb Road, Ann Arbor, Michigan 48106.

Introduction to ERIC, Information Resources Pub., Syracuse University, School of Education, 130 Huntington Hall, Syracuse, N.Y. 13210 (20 masters for transparency production, script), ($5.50).

CIJE, Oryx Press, 2214 North Central Ave., Phoenix, Ariz. 85004 (brochure), (free).

How to Search the ERIC System, Library Accounting Office, University Research Library, University of California, Los Angeles, Calif. 90024 (59 35mm slides, a 12½ minute cassette, and 12-page guide), ($35.00).

USING INFORMATION FROM ERIC TO SOLVE EDUCATIONAL PROBLEMS:

A Resource Module for
Teacher Education

PART II

INSTRUCTOR-DIRECTED LEARNING UNIT

This Part of the Module includes all the masters required for the Instructor-directed Learning Unit on ERIC.

Duplicate sections A, B, and C for participant use

A. Participant Guide: SECURING INFORMATION THROUGH ERIC
B. Participant Tests
C. Participant Assessment of the Unit

Make Transparencies from the Masters in Section D

D. Transparency Masters: Numbers 1-30

II. INSTRUCTOR-DIRECTED LEARNING UNIT

A. The following 23 masters are used to duplicate the Participant Guide, Securing Information Through ERIC

Participant Guide

SECURING INFORMATION THROUGH ERIC®

W. Robert Houston
University of Houston

ERIC Clearinghouse On Teacher Education

American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, D.C., 20036

1981

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THE NEED TO KNOW

Thousands of documents are written each year. Many are particularly helpful to teachers. The problem is locating them. Many remain unpublished or available only to a select few people who happen to be aware of their existence.

The U.S. Department of Education sponsors an information-retrieval system especially for educators that helps gain access to this and other literature. It is called the Educational Resources Information Center, or ERIC.

This guide is part of a unit designed for teachers and prospective teachers. The unit has three objectives.

1. Describe information available in three ERIC publications (*Resources in Education*, [RIE], *Current Index to Journals in Education* [CIJE], and *Thesaurus of ERIC Descriptors).*

2. Conduct an ERIC manual search.

3. Describe how to work with an information specialist to complete an ERIC computer search.

This guide focuses on Objectives 2 and 3.

SOLVING PROBLEMS/SEEKING INFORMATION

How can the ERIC resources be used to solve your problems as a classroom teacher or to provide needed information? Read these three vignettes of how teachers used and were aided by ERIC.

- A high school economics teacher wanted to make his course more meaningful to his students through a career-exploration unit. He stated his needs in this way: "How can I design a six-week unit on career exploration that is activity-centered and reality-based?" Using the descriptor "Career," he found more than 100 documents in a single month's issue of RIE, two of which he ordered, read, and used in designing his unit (ED 183 926, "Community-Based Learning: Instructional Information for Developing and Implementing Community-Based Learning Programs for Career Development in Secondary Schools;" and ED 183 920, "Dickinson High School Career Awareness: Nine Week Mini-unit").

- With the influx of Spanish-speaking students, a rural school in Arizona initiated an ERIC search, using as problem questions, "What are other school districts doing to teach bilingual students? What curriculum materials are available? Are there any special student needs other than language that we should be concerned with?" Several ERIC searches were conducted to gather information on these questions, resulting in a wealth of ideas, lists, resources, and research by schools and universities that formed the basis for a bilingual program that was unique to the community but based on a wealth of experience.

- A third-grade teacher was concerned about her low-achieving mathematics pupils. Her methods and materials did not seem to motivate the children nor result in increased learning. It was a frustrating time. Her problem was "What can I do to increase mathematics comprehension of my students?" An ERIC search turned up a 63-page document developed by teachers and filled with ideas, activities, and materials she could use. She has already adapted some of these and marked others for future use.

We can draw two conclusions from these illustrative situations: (1) ERIC is helpful to teachers in solving a wide range of problems, and (2) the first step in the process is defining the problem.

These are two basic ways to use ERIC, each of which will be described in the next section. In one, we search for documents ourselves (called a *manual search*); in the other method, an information specialist helps us complete a *computer search.*

A search of the ERIC information base is similar to any literature research project: it can be conducted systematically and thoroughly and yield useful, organized information or it can be conducted in a sloppy, haphazard manner with sloppy, haphazard results. ERIC is organized so that a systematic, thorough search is possible and relatively easy to do, provided a few common-sense steps are carried out.

CONDUCTING A MANUAL SEARCH

To illustrate a manual search, let's take a topic teachers generally indicate is one of their most persistent and pesky problems—classroom discipline. What does ERIC offer with regard to this problem? Follow these 5 steps.

1. State Problem

Define the problem. This is usually stated as a question. Attempt to be precise. It often helps to think of concepts or key variables to be used in the search.

Problem Statement

> What can I do to improve discipline in my fifth grade class?

(key variables are underlined.)

2. Identify Key Descriptors

Use the *Thesaurus of ERIC Descriptors* to identify key terms for the search.

The Alphabetical Descriptor Display includes "Discipline" as one descriptor. If additional search terms are needed, use narrower terms (NT), or related terms (RT), or turn to other descriptors such as "Discipline Policy" and "Discipline Problems."

The Rotated Descriptor Display often suggests additional descriptors to use in the search.

DISCIPLINE *Jul 1966*
CIJE: 509 RIE: 513
UF Classroom Discipline #
Disciplinary Action
NT Dismissal (Personnel)
Expulsion
Suspension
Teacher Discipline
RT Classroom Techniques
Codes Of Ethics
Corporal Punishment
Delay Of Gratification
Discipline Policy
Discipline Problems
Proctoring
Punishment
Sanctions
Self Control

DISCIPLINE POLICY *Jul 1966*
CIJE: 351 RIE: 284
BT Policy
RT Codes Of Ethics
Corporal Punishment
Discipline
Dress Codes
Plagiarism
School Policy
Student Rights

DISCIPLINE PROBLEMS *Jul 1966*
CIJE: 252 RIE: 202
BT Problems
RT Behavior Problems
Discipline
Stealing

Alphabetical Descriptor Display

PHYSICAL DISABILITIES
SEVERE DISABILITIES
ACCESSIBILITY (FOR DISABLED)
DISADVANTAGED
ECONOMICALLY DISADVANTAGED
EDUCATIONALLY DISADVANTAGED
DISADVANTAGED ENVIRONMENT
DISADVANTAGED SCHOOLS
DISADVANTAGED YOUTH
DISARMAMENT
DISCIPLINE
DISCIPLINE POLICY
DISCIPLINE PROBLEMS
TEACHER DISCIPLINE
INTELLECTUAL DISCIPLINES
DISCLOSURE
DISCOGRAPHIES
DISCOURSE ANALYSIS

Rotated Descriptor Display

3. Examine RIE and CIJE for Appropriate Documents and Journal Articles

Consult the *Subject Index* in recent monthly issues of RIE for current documents listed under "Discipline" and other applicable descriptors you have selected. *Also,* check the cumulative indexes to RIE using these same descriptors.

Discipline

Classroom Management in the Social Studies Class. How to Do It Series, Series 2, No. 7.
ED 178 419

Discipline, Discrimination, Disproportionality and Discretion: A Legal Memorandum.
ED 177 731

The Forum: A Publication of the Department of Studies in Education, Volume 1, Number 1, Spring, 1979.
ED 178 478

Student Discipline: Practical Approaches.
ED 177 691

Styles of Parental Disciplinary Practices As a Mediator of Children's Learning from Antisocial Television Portrayals.
ED 178 094

RIE Subject Index

Extend your search to journals by examining both monthly and cumulative issues of CIJE.

Discipline

Listening to Reason: Children's Attentiveness and Parental Discipline. *Merrill-Palmer Quarterly*, v25 n4 p251-64 Oct 1979
EJ 212 929

You Can Do It! Discipline. *Instructor*, v89 n2 p106-08,110,112 Sep 1979
EJ 213 028

Open Education and Pupil Control Ideologies of Teachers. *Journal of Educational Research*, v73 n1 p45-49 Sep-Oct 1979
EJ 213 556

Discipline Problems

"Mark Is a Fine Young Man." *Independent School*, v38 n4 p33-36 May 1979
EJ 211 998

Sex Differences in Response to Simulated Employee Discipline Cases. *Personnel Psychology*, v32 n3 p539-50 Fall 1979
EJ 212 067

The Relationship between Student Victories in the Courts and Student Violence in the Schools. *Contemporary Education*, v50 n4 p226-30 Sum 1979
EJ 213 502

Classroom Discipline: Where Are We Now? *Education*, v100 n2 p134-37 Win 1979
EJ 214 886

CIJE Subject Index

List the ED numbers from RIE and the EJ numbers in CIJE of potentially appropriate documents and articles.

4. Read Resumes of Documents and Journal Articles

Use the ED numbers to find the RIE resumes in the Resume section of RIE volumes . . .

ED 177 691 EA 012 182
Student Discipline: Practical Approaches.
National School Boards Association, Washington, D.C.
Report No.—NSBA-RR-1979-2
Pub Date—79
Note—34p.
Available from—National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, D.C. 20007 ($7.50; quantity discounts; shipping and handling charges will be added to billed orders)
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Community Involvement, *Discipline, *Discipline Policy, Elementary Secondary Education, *Instructional Improvement, *Program Descriptions
This report covers trends in discipline policies and policy-making and alternative and innovative

RIE Resume

And EJ numbers to locate annotations of journal articles in both monthly and cumulative issues of CIJE.

EJ 213 028 PS 508 010
You Can Do It! Discipline. Canter, Lee *Instructor;* v89 n2 p106-08,110,112 Sep 1979 (Reprint: UMI)
Descriptors. *Assertiveness; *Discipline; Discipline Problems; Elementary Education; *Elementary School Teachers; Guidelines; *Teacher Attitudes
Discusses classroom discipline and presents suggestions on how teachers can become more assertive in their classrooms. (CM)

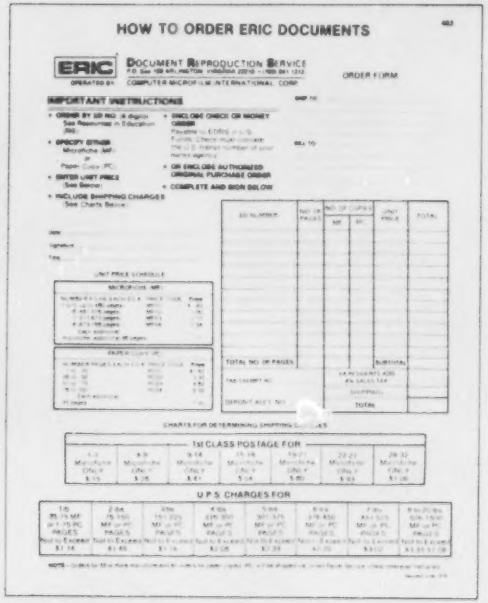
CIJE Resume

5. Finally, Secure Articles and Documents

If you want to read the full text of the *RIE document,* you have several options.

(1) Order microfiche from EDRS using the ED number

(2) Order paper copy from EDRS


HOW TO ORDER ERIC DOCUMENTS

ERIC DOCUMENT REPRODUCTION SERVICE

ORDER FORM

IMPORTANT INSTRUCTIONS

1st CLASS POSTAGE FOR

U.P.S. CHARGES FOR

(3) Read microfiche at any convenient ERIC collection

(4) Reproduce paper copies of individual microfiche pages at the nearest ERIC collection

(5) Order the document from its original source

To read the full text of an article identified in CIJE, you have three options.

(1) Locate Journal in the nearest library.

(2) Order reprints from journal publisher.

(3) Order reprints from University Microfilms International if UMI is indicated on the resume.

NEGOTIATING A COMPUTER SEARCH

Computer searches of the ERIC database often are more efficient than manual searches, particularly when the problem is complex.

A search may be conducted through an ERIC Clearinghouse or through one of the many organizations or libraries with resources to do so. These are listed in a free booklet, *Directory of ERIC Search Services.* Users do not complete the search themselves; they work with a *computer search analyst* or *information specialist.*

Your major task is to formulate a *specific question* for the search. The computer search analyst will help in defining your problem, then will translate it into descriptors to be used in the search.

The more specifically the topic is defined, the more easily it can be researched and the more useful the information obtained from the search is likely to be. Two rules help define a problem more specifically.

1. Think about the facets of the topic that are of particular interest to your. For discipline, as an example, ask:
   - *Why is discipline of interest or concern to me?*
   - *What* particular aspects of discipline am I interested in?
   - *Who* or *what* specific population stimulated my interest?
2. Write a complete statement or question on the topic or problem on which the ERIC search is to be conducted.

SCENARIO OF A SEARCH

A fifth grade teacher was concerned with classroom discipline. The problem statement was as follows:

> What can I do to improve the discipline in my fifth grade class?

He wondered how many documents were related to each of these variables. The computer was asked to provide the number for the descriptors, Discipline, Discipline Policy, and Discipline Problems. The printout was

1,109 documents	DISCIPLINE
664 documents	DISCIPLINE POLICY
469 documents	DISCIPLINE PROBLEMS
1,898 documents	DISCIPLINE or DISCIPLINE POLICY or DISCIPLINE PROBLEMS

Some of these documents were indexed under more than one descriptor. How do we know? (1,109 + 664 + 469 = 2,232; however, the last statement tells us that there were only 1,898 documents in all.)

Recall that Major Descriptors describe important concepts in a document. Unless otherwise directed, computer searches will identify documents that are classified by both major and minor descriptors. To further limit the search, the teacher asked how many documents had DISCIPLINE, DISCIPLINE POLICY, DISCIPLINE PROBLEMS as *major* descriptors. The answer: 1,055.

Some of these documents and articles were concerned with young children while others with high school students or adults. To narrow the search further, only documents related to upper elementary grades were considered. The following descriptors were used: GRADE 5, GRADE 6, GRADE 4, ELEMENTARY EDUCATION, and INTERMEDIATE GRADES. The number of documents classified under each heading was great.

1,331 documents	GRADE 5
1,432 documents	GRADE 6
1,197 documents	GRADE 4
1,525 documents	INTERMEDIATE GRADES
16,623 documents	ELEMENTARY EDUCATION
19,943 documents	GRADE 5 or GRADE 6 or GRADE 4 or ELEMENTARY EDUCATION or INTERMEDIATE GRADES

Of the 19,943 documents or articles on Grades 4, 5, 6, Elementary Education, or Intermediate Grades, how many also were concerned with discipline? The computer responded *52.* The answers to the teacher's question about discipline for fifth graders are more likely found in these 52 manuscripts than in other ERIC resources.

A printout of the titles of the first 20 documents (ED numbers) and journal articles (EJ numbers) follows. Read them, marking those that seem most relevant to the original question.

ED156314
The last straw: A handbook of solutions to school behavior problems.

ED155216
Students' expectations: Ratings of teacher performance as biased by teachers' physical attractiveness.

ED153717
Parental disciplinary technique and the development of children's moral judgment.

ED151334
An ethnographic study of an elementary school teacher's establishment and maintenance of group norms.

ED150159
The Texas teacher effectiveness study: Student sex, grade, and socioeconomic status differences in classroom process measures.

ED127380
Towards a theory of selected knowledge acquisition patterns among black children.

ED095991
Influence of behavior settings on role of inappropriate and appropriate behavior.

ED094420
Language arts in the open school.

ED084489
The modification of undesirable attitudes and classroom behavior through constructive use of social power in the school peer culture.

ED084475
Disruptive students.

EJ209067
Expectations and realities: A study of transition from primary to intermediate grades.

EJ192942
If I were boss . . .

EJ184001
The effect of observation of model behavior on the establishment and stability of resistance to deviation in children.

EJ161646
More theater and less creativity, please

EJ156309
Ten ways to prevent classroom chaos

EJ105559
Behavioral group counseling with disruptive children

EJ103607
Get kids into the act

EJ099911
Socialization practices of parents, teachers, and peers in Israel: The kibbutz versus the city

EJ093371
Other centeredness and susceptibility to charitable appeals: Effects of perceived discipline.

EJ089277
The effect of individual and interdependent contingencies on inappropriate classroom behavior.

From the 52 documents, the resumes of several were requested from the computer. Three resumes are found below. Which would be most helpful to the fifth grade teacher seeking assistance in handling discipline problems?

EJ156309 AA525049
Ten ways to prevent classroom chaos
Garwood, S. Gray
Teacher, 94, 2, 75 Oct. 76
Descriptors: *Discipline/ *Guidelines/ *Substitute Teachers/ *Student Teachers/ *Teacher Responsibility/Elementary School Students
Substitute teachers are professional educators, not merely shadows of regular classroom teachers. Here are some suggestions that not only encourage creative teaching but also make the job and the students easier to handle. (Author)

EJ192942 RC503103
If I Were Boss . . .
Taylor, Raymond G., Jr.
Education, v99 n1 p8-9 Fall 1978
Reprint: UMI
Language: English
Descriptors: *Curriculum/ *Discipline/Elementary School Students/ *Facilities/Secondary School Students/ *Student Attitudes/ *Teaching validity
Identifiers: *Pennsylvania
Describing Pennsylvania student responses (N = 3,000, aged 8-19) to an open sentence—"If I were boss . . .", this article relates those responses to the developmental stages of youth, evidencing concern with facilities and discipline among younger students and more intellectual preoccupations among older students. (JC)

ED153614 PS009919
The last straw: A handbook of solutions to school behavior problems.
Volkmann, Christina S.
78 105p.
Available from: R & E Research Associates, Inc., 936 Industrial Avenue, Palo Alto, California 94303 (Paper, $6.00)
Document not available from EDRS.
Descriptors: *Behavior Problems/*Class Management/ Classroom Arrangement/Discipline Policy/ Discipline Problems/ *Elementary School Students/ Elementary School Teachers/ Parent Teacher Cooperation/*Problem Solving/ Resource Guides/*Student Behavior/Student Teacher Relationship/ Teacher Responsibility/ *Teacher Role
This informally written handbook for elementary school teachers describes typical classroom behavioral problems and proposes ways of dealing with them. The "problem" student is identified as one who requires the teacher's personal energy or reactions, drawing attention away from the remainder of the class and creating added burdens for the teacher. Nineteen specific categories of problem students are described, including the bully, the quiet one, the superior snob, and the sneak. For each category, possible solutions to the behavior problem are described. Penalties that students may be subjected to in case the solutions prove inadequate are also suggested. In addition to this, general suggestions pertaining to ways of building a classroom behavioral foundation are discussed. These include daily, informal conversation sessions which allow for free discourse between teacher and students, parental involvement, and careful attention to the physical arrangement of the classroom. (CM)

SIMULATION OF ERIC MANUAL SEARCH

Now that you have learned about each of the ERIC resources, you should be ready to apply your knowledge in a simulated situation. Read the information on this page, then respond to the problem using materials on the following pages. Also, please answer the probing questions since they are designed to provide further experience in using ERIC.

The most persistent problem identified by teachers is *classroom discipline.* A fifth grade teacher initiated an ERIC search on this topic because he wished to improve his skills in managing disruptive students. The problem of his manual search was:

How can I improve discipline in my fifth grade class? Descriptors used in the search were:

- DISCIPLINE
- DISCIPLINE POLICY
- DISCIPLINE PROBLEMS

On the following three pages are the Subject Indexes for a semiannual volume of RIE, two monthly issues of RIE, a semiannual volume of CIJE, and two monthly issues of CIJE.

1. Read through the titles on these three pages, listing the ED numbers and the EJ numbers for documents you think might be most appropriate for this problem.
2. Resumes for some of the documents you identify are reproduced on the seven pages following the Subject Indexes. Read them, identifying those that might be helpful in answering the problem posed above.

Now, please consider these probing questions. They will help provide new insights in using ERIC resources.

3. Which documents include research findings?
4. Which documents summarize information from other sources.
5. Which documents were accessioned by the ERIC Clearinghouse on Teacher Education?
6. Which documents are teacher education modules?
7. Which documents are concerned with the elementary school setting?
8. What cues in RIE and in CIJE did you use in answering these probing questions? Discuss them with your colleagues. Did you use Publication Type in RIE resumes as a cue? Descriptors for both RIE and CIJE? If not, please review resumes for these cues.

After you have answered all eight questions, check your responses with those found on page 20.

RESOURCES IN EDUCATION
Semi-Annual Volume
SUBJECT INDEX

Discipline
Alternative Schools: An Overview.
ED 179 015
An Analysis of Studies on Effectiveness of Training and Staffing to Help Schools Manage Student Conflict and Alienation. A Report.
ED 176 378
The Attitudes of Latino Parents Toward School Disciplinary Measures.
ED 179 328
Child Rearing and the Development of Children's Altruism.
ED 175 536
Classroom Management in the Social Studies Class. How to Do It Series, Series 2, No. 7.
ED 178 419
Classroom Management: Teaching Techniques and Strategies for Dealing with Discipline Problems.
ED 182 023
Discipline: A Different Perspective.
ED 182 034
Discipline, Discrimination, Disproportionality and Discretion. A Legal Memorandum.
ED 177 731
The Effects of a Head Start Program on Maternal Attitudes and Behaviors.
ED 175 534
The Forum: A Publication of the Department of Studies in Education, Volume 1, Number 1, Spring, 1979.
ED 178 478
The Impact of Student Rights and Discipline Cases on Schools.
ED 181 534//
Key Elements in a Utah Statewide Program to Improve Student Discipline in Behavior and Studies.
ED 180 054
"Limits".
ED 182 266
Organizational Control and the Middle School Principal: Man/Woman in the Middle.
ED 180 053
Student Discipline: Practical Approaches.
ED 177 691
Styles of Parental Disciplinary Practices As a Mediator of Children's Learning from Antisocial Television Portrayals.
ED 178 094
A Unique Method for Classroom Control: Happy Sticks.
ED 179 887

Discipline Policy
The Anatomy of a Program of Humane Discipline in the Atlanta Public School System.
ED 182 015
Classroom Management: A Guide for the School Consultant.
ED 175 084//
A Guide to Effective Secondary School Discipline. A Manual for the New Administrator. Operations Notebook #24.
ED 180 080
LaFollette High School Student Vandalism Committee.
ED 181 017
Orderly Schools that Serve All Children; A Review of Successful Schools in Ohio.
ED 181 150
Positive Approaches Toward Student Discipline.
ED 180 115
Principals' Forum II.
ED 179 012
Project Student Concerns: A Study of Minority Student Suspensions. Interim Report.
ED 178 636
Student Discipline: Practical Approaches.
ED 177 691

Discipline Problems
Alternative Schools: An Overview.
ED 179 015
Classroom Management: A Guide for the School Consultant.
ED 175 084//
Classroom Management. The Seventy-eighth Yearbook of the National Society for the Study of Education. Part II.
ED 175 087//
Discipline: A Review of Selected Literature.
ED 177 729
A Guide to Effective Secondary School Discipline. A Manual for the New Administrator. Operations Notebook #24.
ED 180 080
Improving the Behavior of Habitually Disruptive High School Students.
ED 180 075
A Model for Early Intervention in Maladaptive Mother-Child Dyads.
ED 179 310
The National Safe School Study: Overview and Implications.
ED 175 112
NYSUT Teacher Stress Survey 1979. NYSUT United Teachers Information Bulletin.
ED 180 985
Residence Hall Damage: Analysis and Control.
ED 176 660
Truancy and Behavioral Problems in Some Urban Schools.
ED 179 611

R I E
Monthly Issues
SUBJECT INDEX

Discipline
Classroom Management and the Socially Disadvantaged.
ED 183 646
Coping With Classroom Distractions: or Please Take a Number I'll Be Right with You. The Formal Research Study.
ED 183 543
Coping With Classroom Distractions: or Please Take a Number I'll Be Right with You. Training Report.
ED 183 545
Coping With Classroom Distractions. Teacher Case Study. Teachers A&W Perspective. Kindergarten Classrooms.
ED 183 549
Coping With Classroom Distractions. Teacher Case Study. Teachers C&Y Perspective. Second Grade Classrooms.
ED 183 551
Coping With Classroom Distractions. Teachers B&X Perspective. First Grade Classrooms.
ED 183 550
Coping With Classroom Distractions. Teachers D&Z Perspective. Third & Fourth Grade Classrooms. Open Environments.
ED 183 541
Coping With Classroom Distractions. The Evolution of the Study. Perspective.
ED 183 542
Qualitative Evaluation of Parent Education Workshops and the Use of Parenting Models.
ED 183 285
Seriousness, Attribution of Responsibility, and Status of the Actor as Determinants of Punitive Responses to Socially Proscribed Behavior.
ED 182 780
South Carolina Teachers and the Law. A Handbook for School Personnel, Board Members, Parents, and Students.
ED 182 844//

Discipline Policy
Discipline in a Democratic Society. OSSC Bulletin Vol. 23, No. 6.
ED 182 827

continued on next page

RIE SUBJECT INDEX [cont.]

Discipline

The Effects of Children's Transgressions on Parents' Methods of Discipline.
ED 184 729

Impact Parent Program Workshop Leader's Manual.
ED 184 691

Parent Variables in Young Children's Cooperative Behavior.
ED 184 722

The School Principalship: An Organizational Stability Role.
ED 184 230

Strategies for Implementing a District-Wide Discipline Improvement Program.
ED 184 239

Discipline Policy

School Safety Report III: A Sourcebook for Self-Help.
ED 185 130

CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE)

Semi-Annual Volume

SUBJECT INDEX

Discipline

How Ideal Is the Ideal Teacher? *High School Journal*, v62 n5 p207-08 Feb 1979 EJ 207 565

Schoolrooms, Pupils, and Rules: The Role of Informality in Bureaucratic Socialization. *Human Organization*, v38 n3 p273-82 Fall 1979 EJ 208 467

What Happened to the High School Discipline Crisis? *Urban Education*, v14 n2 p182-204 Jul 1979 EJ 208 989

Report Card on a Teacher. *Journal of Teacher Education*, v30 n4 p37-38 Jul-Aug 1979 EJ 210 271

Evaluating School Discipline through Empirical Research. *Education and Urban Society*, v11 n4 p440-49 Aug 1979 EJ 210 366

Debating with Untested Assumptions: The Need to Understand School Discipline. *Education and Urban Society*, v11 n4 p450-64 Aug 1979 EJ 210 367

Advocacy Groups and School Discipline. *Education and Urban Society*, v11 n4 p527-46 Aug 1979 EJ 210 372

Dealing with Disruptive Behavior. *Agricultural Education Magazine*, v52 n2 p39 Aug 1979 EJ 210 479

Teachers' Perceptions of Student Threat to Teacher Status and Teacher Pupil Control Ideology. *Psychology in the Schools*, v16 n4 p586-90 1979 EJ 210 664

Are We Teachers or Disciplinarians? *NASSP Bulletin*, v63 n431 p129-30 Dec 1979 EJ 211 029

Order in the Classroom? *Atlantic*, v244 n3 p35-38 Sep 1979 EJ 211 369

Court Intervention in Pupil Discipline: Implications and Comment. *American Behavioral Scientist*, v23 n2 p169-205 Dec 1979 EJ 211 743

Listening to Reason: Children's Attentiveness and Parental Discipline. *Merrill-Palmer Quarterly*, v25 n4 p251-64 Oct 1979 EJ 212 929

You Can Do It! Discipline. *Instructor*, v89 n2 p106-08,110,112 Sep 1979 EJ 213 028

Open Education and Pupil Control Ideologies of Teachers. *Journal of Educational Research*, v73 n1 p45-49 Sep-Oct 1979 EJ 213 556

Classroom Discipline: Where Are We Now? *Education*, v100 n2 p134-37 Win 1979 EJ 214 886

The Question of Discipline. *Scottish Educational Review*, v11 n1 p67-73 May 1979 EJ 215 509

Exploring Alternatives to Punishment: The Keys to Effective Discipline. *Phi Delta Kappan*, v61 n7 p455-58 Mar 1980 EJ 216 073

The Discipline Dilemma. *Today's Education*, v68 n2 p20-21 Apr-May 1979 EJ 216 898

The Teacher Who Disciplines LEAST. *Today's Education*, v68 n2 p23-26 Apr-May 1979 EJ 216 899

Promoting Desirable Gymnasium Behaviors. *Journal of Physical Education and Recreation*, v50 n8 p69 Oct 1979

Chad Cannot Be Rotten. *Journal of School Health*, v49 n9 p503-04 Nov 1979 EJ 216 940

Albuquerque Takes the Misconduct Out of City League Games. *Parks and Recreation*, v14 n8 p37-39 Aug 1979 EJ 216 991

Discipline Policy

Rights, Respect, Responsibility: Those 3 R's Are Important, Too. *Thrust for Educational Leadership*, v8 n3 p8-10 Jan 1979 EJ 207 504

Competency-Based Approach to Discipline—It's Assertive. *Thrust for Educational Leadership*, v8 n3 p11-13 Jan 1979 EJ 207 505

Corporal Punishment. *Journal of Thought*, v14 n1 p45-53 Jan 1979 EJ 207 528

Case Study Orientation for New Teachers. *Independent School*, v38 n3 p27-29 Feb 1979 EJ 207 538

Dealing With Student Misbehavior: An Eclectic Review. *Journal of Teacher Education*, v30 n3 p7-13 May-Jun 1979 EJ 208 603

Two Measures of Parental Consistency. *Psychology: A Quarterly Journal of Human Behavior*, v16 n2 p37-39 Sum 1979 EJ 209 186

Report Card on a Teacher. *Journal of Teacher Education*, v30 n4 p37-38 Jul-Aug 1979 EJ 210 271

Evaluating School Discipline through Empirical Research. *Education and Urban Society*, v11 n4 p440-49 Aug 1979 EJ 210 366

Suspensions in School Discipline. *Education and Urban Society*, v11 n4 p465-84 Aug 1979 EJ 210 368

School Desegregation and Student Suspension: A Look at One School System. *Education and Urban Society*, v11 n4 p485-95 Aug 1979 EJ 210 369

Organizational Context of School Discipline: Analytic Models and Policy Options. *Education and Urban Society*, v11 n4 p496-510 Aug 1979 EJ 210 370

Exploring Remedies from Within. *Education and Urban Society*, v11 n4 p511-26 Aug 1979 EJ 210 371

Improving School Disciplinary Practices: Community Strategies. *Education and Urban Society*, v11 n4 p547-66 Aug 1979 EJ 210 373

The Courts as Intervenors. *Education and Urban Society*, v11 n4 p567-71 Aug 1979 EJ 210 374

Two Successful Methods for Dealing with Discipline. *NASSP Bulletin*, v63 n430 p113-14 Nov 1979 EJ 210 896

In-School Truancy in Urban Schools: The Problem and a Solution. *Phi Delta Kappan*, v61 n3 p203-05 Nov 1979 EJ 210 992

Court Intervention in Pupil Discipline: Implications and Comment. *American Behavioral Scientist*, v23 n2 p169-205 Dec 1979 EJ 211 743

Right to Counsel: Legal and Educational Considerations. *NASPA Journal*, v17 n2 p27-32 Fall 1979 EJ 213 860

Discipline: If You Do That Again, — *Phi Delta Kappan*, v61 n6 p398-400 Feb 1980 EJ 215 958

Negotiating Student Discipline Policy. *Today's Education*, v68 n2 p27-30 Apr-May 1979 EJ 216 900

Discipline Problems

Experienced Mainstreamers Speak Out. *Teacher*, v96 n6 p61-63 Feb 1979 EJ 207 587

Dealing With Student Misbehavior: An Eclectic Review. *Journal of Teacher Education*, v30 n3 p7-13 May-Jun 1979 EJ 208 603

What Happened to the High School Discipline Crisis? *Urban Education*, v14 n2 p182-204 Jul 1979 EJ 208 989

Group Counseling with Disruptive Students. *Journal for Specialists in Group Work*, v4 n3 p117-22 Sum 1979 EJ 209 151

An Analysis of Opinions about the Behavior of Disruptive High School Students and a History of Their Earlier School Behavior. *Journal of the International Association of Pupil Personnel Workers*, v23 n4 p196-204 Sep 1979 EJ 209 251

Reminiscences: Post Sputnik. *English Journal*, v68 n6 p60-62 Sep 1979 EJ 209 281

Pupil Control Ideology in Predicting Teacher Discipline Referrals. *Educational Administration Quarterly*, v14 n3 p104-12 Fall 1978 EJ 209 458

Dealing with Disruptive Behavior. *Agricultural Education Magazine*, v52 n2 p39 Aug 1979 EJ 210 479

"Mark Is a Fine Young Man." *Independent School*, v38 n4 p33-36 May 1979 EJ 211 998

Sex Differences in Response to Simulated Employee Discipline Cases. *Personnel Psychology*, v32 n3 p539-50 Fall 1979 EJ 212 067

The Relationship between Student Victories in the Courts and Student Violence in the Schools. *Contemporary Education*, v50 n4 p226-30 Sum 1979 EJ 213 502

Classroom Discipline—Where Are We Now? *Education*, v100 n2 p134-37 Win 1979 EJ 214 886

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CIJE
Monthly Issues
SUBJECT INDEX

Discipline

Characteristics of Student Offenders: Some New Findings and Suggested Improvements in Research Methodology. *Journal of College Student Personnel*; v20 n6 p492-97 Nov 1979 EJ 217 221

How to Discipline Handicapped Kids. *American School Board Journal*; v167 n2 p30 Feb 1980 EJ 217 683

Relationship of Demographic Factors to Parental Discipline Techniques. *Developmental Psychology*; v14 n6 p685-86 Nov 1978 EJ 218 088

Children Live by Rules/Let Them Help Make Them. *Day Care and Early Education*; v7 n2 p12-15 Win 1979 EJ 218 124

Disciplinary Encounters between Young Boys and Their Mothers and Fathers: Is There a Contingency System? *Developmental Psychology*; v15 n3 p256-68 May 1979 EJ 218 238

Teacher Responses to Contextually Specific Sex Type Behaviors in Kindergarten Children. *Educational Research Quarterly*; v4 n2 p29-35 Sum 1979 EJ 218 657

Reactions to a Child's Mistakes as Affected by Her/His Looks and Speech. *Social Psychology Quarterly*; v42 n4 p420-25 Dec 1979 EJ 218 696

Who Runs This Chicago High School? *Integrated Education*; v17 n1-2 p9-14 Jan-Apr 1979 EJ 218 829

Discipline Policy

An Inexpensive Alternative to Suspension. *NASSP Bulletin*; v64 n434 p112-14 Mar 1980 EJ 217 717

A Positive Note on Schools and Discipline. *Educational Leadership*; v37 n6 p457-58 Mar 1980 EJ 217 743

Clarifying Teachers' Beliefs about Discipline. *Educational Leadership*; v37 n6 p459-64 Mar 1980 EJ 217 744

In-School Suspension Programs: The King William County Model. *Educational Leadership*; v37 n6 p466-69 Mar 1980 EJ 217 745

Physical Punishment Must Be Abolished. *Educational Leadership*; v37 n6 p474-76 Mar 1980 EJ 217 747

Crime in American Public Schools. *Public Interest*; n58 p18-42 Win 1980 EJ 218 798

Discipline Problems

Adopting Older Children. *Children Today*; v8 n4 p6-9 Jul-Aug 1979 EJ 218 229

Discipline

Faceworking: Helping Students Save Face in the Classroom. *Clearing House*; v53 n1 p5-7 Sep 1979 EJ 219 179

School Discipline: The Administrator's Dilemma. *Willamette Law Review*; v15 n3 p531-62 Sum 1979 EJ 219 633

Discipline Policy

Limiting the "Pursuit of Perfect Justice" on Campus: A Proposed Code of Student Conduct. *Journal of College and University Law*; v6 n2-3 p137-60 1979-80 EJ 219 793

RESOURCES IN EDUCATION
RESUMES

ED 175 087 EA 011 824

Duke, Daniel L., Ed.

Classroom Management. The Seventy-eighth Yearbook of the National Society for the Study of Education. Part II.

National Society for the Study of Education, Chicago, Ill.

Pub Date—May 79

Note—447p.

Available from—The University of Chicago Press, 5801 South Ellis Avenue, Chicago, Illinois 60637 ($13.00)

Pub Type— Books (010) — Collected Works - General (020) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Ability Grouping, *Class Management, *Discipline Problems, Educational Research, Educational Theories, Elementary Secondary Education, Environmental Influences, Equal Education, Grouping (Instructional Purposes), Handicapped Students, *Misbehavior, Organizational Theories, Paraprofessional School Personnel, Special Education, *Student Behavior, Student Grouping, Student Rights, Teacher Aides, Teaching Methods

Identifiers—Education for All Handicapped Children Act

This collection of essays is intended to give a broad view of what is currently known about the management of classrooms. Contents include "Conceptualizing Classroom Management" by Mauritz Johnson and Harry Brooks; "Making Managerial Decisions in Classrooms" by Walter Doyle; "Authority and the Management of Classroom Activities" by William G. Spady and Douglas E. Mitchell; "Task and Authority: A Sociological View of Classroom Management" by Elizabeth G. Cohen, Jo-Ann K. Intili, and Susan Hurevitz Robbins; "Grouping Students for Instruction" by Robert Calfee and Roger Brown; "Classroom Management in the Elementary Grades" by Jere E. Brophy and Joyce G. Putnam; "Problems of Student Behavior in Secondary Schools" by John Feldhusen; "Classroom Instruction and the Matter of Time" by Lyn Corno; "Utilizing Nonteachers in the Instructional Process" by Beatrice A. Ward and William J. Tikunoff; "Classroom Management and the Exceptional Learner" by Frank M. Hewett and Philip C. Watson; "Environmental Influences on Classroom Management" by Daniel L. Duke; "The Rights of Students in the Classroom and School" by Donald A. Myers; and "Perspectives on Theory, Research, and Practice" by John I. Goodlad. (Author/JM)

ED 176 378 EA 012 084

Hyman, Irwin A.

An Analysis of Studies on Effectiveness of Training and Staffing to Help Schools Manage Student Conflict and Alienation. A Report.

Temple Univ., Philadelphia, Pa. National Center for the Study of Corporal Punishment and Alternatives in the Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—15 Jan 79

Contract—NIE-P-78-0063

Note—305p.; Occasional pages may be marginally legible

Pub Type— Information Analyses (070)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Administrative Personnel, Behavior Change, *Behavior Theories, Bibliographies, *Conflict Resolution, *Discipline, Efficiency, Elementary Secondary Education, *Inservice Teacher Education, *Program Effectiveness, Program Evaluation, Research Methodology, Research Problems, Staff Improvement, *Student Alienation, Training

A search of the literature was made on the effectiveness of recruitment and selection procedures for identifying and retaining administrators and school staff who are effective in managing student conflict and alienation. A classification scheme devised to fit approaches to school discipline within a theoretical framework includes (1) the psychodynamic-interpersonal model, (2) the behavioral model, (3) the sociological model, (4) the eclectic-ecological model, and (5) the human potential model. At least one approach within each model was reviewed. In the first section of the report, each model is explained and available research studies are cited. The limitations of the research and application of the model are discussed followed by a bibliography. The next section contains summaries of selected programs from 52 of the largest city districts. The concluding section discusses the lack of data on both the inservice training of school administrators and the area of problems of recruitment, selection, and retention of school staff who can manage student conflict and alienation. The report concludes with a summary of the findings, methodological problems, and suggestions for further research. (MLF)

ED 177 691 EA 012 182

Student Discipline: Practical Approaches.

National School Boards Association, Washington, D.C.

Report No.—NSBA-RR-1979-2

Pub Date—79

Note—34p.

Available from—National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, D.C. 20007 ($7.50; quantity discounts, shipping and handling charges will be added to billed orders)

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Community Involvement, *Disci-

continued on next page

pline, *Discipline Policy, Elementary Secondary Education, *Instructional Improvement, *Program Descriptions

This report covers trends in discipline policies and policy-making and alternative and innovative school programs designed to diminish behavioral problems in the classroom. The programs range from improvements in a school's physical plant to specific action plans for teachers and options in the curriculum designed to stimulate alienated students. Some of the programs are preventive, others serve as intervention measures. But characteristic of each is an emphasis on identifying and dealing with the root problem, rather than symptoms of the problem. The programs presented are intended as frameworks from which a school system may build a program based on its own resources and needs. The appendix offers sample discipline policies from three different school districts. (Author)

ED 177 729 EA 012 227

Arsulich, Michael

Discipline: A Review of Selected Literature.

San Diego County Dept. of Education, Calif.

Pub Date—Nov 79

Note—23p.

Pub Type— Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Change, *Change Strategies, Corporal Punishment, *Delinquency Causes, Discipline Policy, *Discipline Problems, Elementary Secondary Education, Problem Solving, School Security, *School Vandalism, *Student School Relationship, *Violence

The nature of school discipline problems has changed over the past few decades. In the 1950s, teachers thought that fighting, stealing, and disrespect toward authority were the most serious forms of student misbehavior. Violent assaults on teachers and pupils, gang warfare, burglary, extortion, and destruction of school property are included among the discipline problems of today. The existence of these problems is well documented. Some of the causes, as suggested by research studies, are peer and gang influences, televised aggression, and poor home conditions. Negative school experiences considered as causal factors include large classes, incompetent and indifferent teachers, lack of authority in the schools, and irrelevant curriculum. Some measures that research findings indicate may help solve the problems are teaching school personnel alternative classroom instructional and management techniques; involving students, parents, and the community in developing corrective measures; strong leadership by principals; and rules of conduct that are specific, publicized, and enforced. (Author/MLF)

ED 178 419 SO 012 079

Sullivan, Cheryl Granade

Classroom Management in the Social Studies Class. How to Do It Series, Series 2, No. 7.

National Council for the Social Studies, Washington, D.C.

Pub Date—79

Note—9p.; For related documents, see SO 012 080-081 and ED 088 756

Available from—National Council for the Social Studies, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 ($1.00 paper copy, quantity discounts available)

Pub Type— Guides - Classroom - Teacher (052) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavior Change, *Change Strategies, *Civil Rights, *Class Management, Classroom Arrangement, *Classroom Techniques, *Discipline, *Effective Teaching, Elementary Secondary Education, Social Studies

Classroom management is discussed in terms of effective instruction, successful group management, maximum use of space, time, and resources, meaningful discipline, student rights, and change strategies. The discussion of effective instruction stresses appropriateness, completeness, clarity, and a variety of lessons. Techniques for successful group management include the teacher's ability to attend to several issues at once and to achieve smoothness in ongoing academic activities, group focus, student accountability, and a variety of activities. Suggestions for maximum use of space, time, and resources refer not only to the teacher who has his/her own classroom but also to the floating teacher. Measures for assuring effective handling of routine matters include learning students' names immediately, providing activities during roll call, returning papers efficiently, making available enrichment materials, and developing standard operating procedures. Classroom discipline is discussed in terms of preventing and dealing with problems through reality therapy, behavior modification, and changing expectations. Legal rights of students are presented relative to Supreme Court cases. Finally, the author outlines steps for initiating change through force field analysis which includes a written statement of the goal, a brainstorming session, selection of appropriate ideas, and development of a plan of action. (KC)

ED 179 328 RC 011 688

Ogletree, Earl J. Rodriguez, Margarita

The Attitudes of Latino Parents Toward School Disciplinary Measures.

Pub Date—[73]

Note—15p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acculturation, Child Rearing, Corporal Punishment, *Discipline, Elementary Education, Family Structure, *Latin American Culture, *Mexican Americans, *Parent Attitudes, Parent School Relationship, Punishment, Spanish Speaking

To determine the attitudes of Latino parents toward school discipline of elementary children, a questionnaire was sent to families of 120 first, third, and fourth grade Latino students in a Chicago public school. The parents were Spanish-speaking Mexican Americans of low socioeconomic status; some were recent arrivals from Mexico and others were long-time U.S. residents. The questionnaire, which was in both Spanish and English, contained 30 open-ended items related to three general questions: (1) Should schools use corporal punishment? (2) If so, who should be the disciplinarian and what form should punishment take? (3) If not, what forms of discipline would parents favor? The use of corporal punishment in the school was favored by 39% of the parents and rejected by 45%; 16% were undecided. Those favoring corporal punishment indicated that the punishment should be administered by the teacher, using the hand. The majority of those rejecting corporal punishment felt that embarrassing the child and standing the child in the classroom or hallway were acceptable forms of discipline. The parents' rejection of corporal punishment–unexpected in the light of traditional Latino child rearing practices, which include strict discipline and the use of corporal punishment with younger children–may reflect the parents' distrust of the school or their assimilation of American child rearing practices. (JH)

ED 180 075 EA 012 271

Gulyas, Paul A.

Improving the Behavior of Habitually Disruptive High School Students.

Pub Date—26 Apr 79

Note—52p.; Revised Individual Practicum Report, Nova University

Pub Type— Dissertations/Theses (040) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Corporal Punishment, Discipline, *Discipline Problems, High School Students, *Program Descriptions, Program Evaluation, Senior High Schools, *Student Behavior, Suspension

Identifiers—Thomas Jefferson High School PA

A means was developed to reduce the necessity for discipline among the 25 students who were the most chronic discipline problems at Thomas Jefferson High School, a 1,500-student school in suburban Pittsburgh. The students were identified by assigning point values to various disciplinary measures administered to students. The 25 students met with a vice-principal once each week for a minimum of five minutes to discuss any school problems, potential discipline problems they felt might arise, or recent discipline they had received. It was hoped that the talks would help prevent more serious prob-

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lems or additional disciplinary measures. Weekly sessions were scheduled during each student's study hall. The student could arrange impromptu conferences if an immediate problem could not wait until the next scheduled session. Results of this "preventive maintenance" approach revealed that, compared with the same semester a year earlier, total suspension days were reduced 50 percent, instances of corporal punishment were reduced 24.1 percent, and detention hours were reduced 54 percent. (Author/IRT)

ED 180 115 EA 012 313
Positive Approaches Toward Student Discipline.
New York State Education Dept., Albany.
Pub Date—79
Note—46p.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Alcoholic Beverages, *Attendance, *Demonstration Programs, *Discipline Policy, Discipline Problems, Drug Abuse, Program Descriptions, *School Policy, *School Vandalism, Secondary Education, Smoking, Surveys, Suspension, Truancy, Violence
Identifiers—New York

This report presents a number of discipline policy recommendations based on the results of a survey of students, teachers, and administrators in 60 randomly selected high schools in New York State. The bulk of the report is contained in the appendix and presents exemplary discipline programs in public and private secondary schools in New York. These programs were identified through a survey sent to all New York schools. The programs are concerned with methods used to handle attendance problems, smoking, drug and alcohol abuse, vandalism, violence, and food wars. Inschool suspension programs are also presented. (Author/JM)

ED 182 023 PS 011 175
Classroom Management: Teaching Techniques and Strategies for Dealing with Discipline Problems.
Atlanta Teacher Corps Consortium, Ga.
Pub Date—[78]
Note—78p.; Pages 105-109 of the original document are copyrighted and therefore not available. They are not included in the pagination.
Available from—Atlanta Teacher Corps, 2930 Forrest Hill Dr., S.W., Atlanta, GA 30315 ($1.00; 10 or more copies, $0.50 each)
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Class Organization, Classroom Communication, Classroom Environment, *Classroom Techniques, *Discipline, Discipline Problems, Elementary Secondary Education, Humanistic Education, *Learning Activities, Performance Contracts, Role Playing, Self Concept, Self Evaluation, Student Behavior, Student Interests, *Student Teacher Relationship, *Teaching Techniques, Urban Education

Techniques and activities for effective classroom management are presented in this module. The stated objectives of the module are to promote appropriate student behavior, to develop good interpersonal relationships and a positive socioemotional climate, and to establish and maintain a productive classroom organization. Samples of pre-post assessment instruments are included for student self-evaluation, student interest inventory, and teacher or administrator self-evaluation. A profile of the typical disruptive student is also included. Learning tasks and activities are presented for brainstorming, role playing, contracting, utilizing a rewards program, employing a buddy system, communicating, clarifying values, exploring self concept (Maslow), and following a positive discipline model (Glasser). Types of control techniques are examined briefly and classroom organization is touched upon. General tips for being a good classroom manager and specific tips for managing inner city classrooms are offered. A list of printed and audio-visual resources is included. (JMB)

ED 182 034 PS 011 187
Estes, Sidney H.
Discipline: A Different Perspective.
Atlanta Public Schools, Ga.
Pub Date—79
Note—64p.
Available from—Atlanta Teacher Corps, 2930 Forrest Hill Dr., S.W., Suite 208, Atlanta, GA 30315 ($1.50; 10 or more copies, $1.00 each)
Pub Type—Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Black Students, Cultural Background, *Cultural Differences, Disadvantaged Youth, *Discipline, Educational History, *Educational Objectives, *Educational Sociology, Institutional Characteristics, School Community Relationship, *Social Differences, Teacher Characteristics

The central thesis of the paper is that students in American schools come from diverse cultures and backgrounds and that appropriate instructional strategies, teaching styles, administrative behaviors and overall school climate must reflect a sensitivity to those realities. The first part of the paper examines the historical, philosophical and psychological factors which have contributed to the discipline problem in American schools, especially for low income blacks. Specific factors discussed include: (1) dehumanizing school practices, (2) television influences, (3) increased availability of drugs and guns, (4) civil rights and women's rights movements, (5) economic problems, (6) culture conflict, (7) increase in single parent families, (8) increase in maternal employment, and (9) history of racial discrimination. The second part of the paper deals with positive approaches to discipline issues. Among topics examined are societal attitudes toward education, culture conflict, community involvement, administrative leadership, parent support, and teacher-student relations. Specific suggestions are offered for principals on how to ameliorate school-community problems and for teachers on their role in working with inner city children. (JMB)

ED 183 541 SP 015 735
Coping With Classroom Distractions. Teachers D&Z Perspective. Third & Fourth Grade Classrooms. Open Environments.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—IR&DT-79-6
Pub Date—79
Contract—NE-C-00-3-0108
Grant—OB-NIE-G-78-0103, OB-NIE-G-78-0203
Grant—OB-NIE-G-78-0103, OB-NIE-G-78-0203
Note—77p.; Prepared through the San Diego Interactive Research and Development on Teaching Team. For related documents, see SP 015 736, SP 015 738, SP 015 748, SP 015 766-768.
Pub Type—Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Case Studies, Class Management, *Coping, *Discipline, Educational Anthropology, Educational Research, Elementary Education, *Grade 3, *Grade 4, Open Plan Schools, School Environment, *Student Behavior, Student Teacher Relationship, Teacher Behavior, Teaching Styles
Identifiers—*Disruptive Behavior

This study, sixth in a series of seven, was written by one third grade and one fourth grade teacher from different open plan schools. The instructional environments of each neighborhood, school, and classroom as well as the characteristics of the teachers and their pupils are described. The types of distractions encountered by the teachers are described and a discussion is presented on coping techniques used by the teachers and their comparative effectiveness. Included in the appendices are the distraction classification system, the coping technique classification system, a sample of the teacher's daily response form, a quantitative checklist, and samples of ethnographic notes. (JD)

ED 183 543 SP 015 738
Coping With Classroom Distractions: or Please Take a Number I'll Be Right with You. The Formal Research Study.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—IR&DT-79-2
Pub Date—79
Contract—NE-C-00-3-0108

continued on next page

Grant—OB-NIE-G-78-0103; OB-NIE-G-78-0203
Grant—OB-NIE-G-78-0103; OB-NIE-G-78-0203
Note—248p.; Prepared through the San Diego Interactive Research and Development on Teaching Team. For related documents, see SP 015 735-736, SP 015 748, SP 015 766-768. Best copy available.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Class Management, Classroom Observation Techniques, *Coping, Data Collection, *Discipline, *Research Design, *Research Methodology, *Student Behavior, Student Teacher Relationship, Teacher Behavior, Teaching Models
Identifiers—*Disruptive Behavior
This report, second in a series of seven, addresses the question, "What events disrupt classroom instruction and what are the most effective techniques teachers use to cope with these disruptions?" This report is a formal presentation of the research. The methodology of the study is delineated, the participants (teachers and observers) are described, and the general data collection procedures which were used are summarized. Comments regarding the nature of the data sources, and a description of the training of observers are also provided. General descriptive information relative to distractions, coping techniques, and distraction-coping linkages is provided. A model emerging from this research is discussed and general conclusions of the study are presented. (JD)

ED 183 545 SP 015 748
Coping With Classroom Distractions: or Please Take a Number I'll Be Right with You. Training Report.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report NO—IR&DT-79-7
Pub Date—79
Contract—NE-C-00-3-0108
Grant—OB-NIE-G-78-0103; OB-NIE-G-78-0203
Grant—OB-NIE-G-78-0103; OB-NIE-G-78-0203
Note—145p.; Prepared through the San Diego Interactive Research and Development on Teaching Team. For related documents, see SP 015 735-736, SP 015 738, SP 015 748, SP 015 766-768.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Coping, *Discipline, Elementary Education, Inservice Teacher Education, Program Design, Program Development, *Program Evaluation, *Student Behavior, Teacher Behavior, Teaching Models, Teaching Techniques, Trainees, *Training Techniques
Identifiers—*Disruptive Behavior
This report, final in a series of seven, describes the training model developed from a research project addressing the problem of coping with disruptive behavior in the classroom. A detailed description is given of the activities undertaken by an inservice class. A preliminary evaluation of the impact of the class upon participants is presented. There are four major sections: The evolution of the training/development design, activities occupying the ten sessions of the inservice program, and two sections evaluating the activities and implications for future replications. Samples of the instruments, materials, and data displays used in this program are appended. (JD)

ED 183 549 SP 015 766
Coping With Classroom Distractions. Teacher Case Study. Teachers A&W Perspective. Kindergarten Classrooms.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report NO.—IR&DT-79-3
Pub Date—79
Contract—NE-C-00-3-0108
Grant—OB-NIE-G-78-0103; OB-NIE-G-78-0203
Grant—OB-NIE-G-78-0103; OB-NIE-G-78-0203
Note—110p.; Prepared through the San Diego Interactive Research and Development on Teaching Team. For related documents, see SP 015 735-736, SP 015 738, SP 015 748, SP 015 767-768.
Pub Type— Reports - Research (143) — Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Case Studies, Class Management, *Coping, *Discipline, Educational Research, *Kindergarten, Preschool Education, School Environment, *Student Behavior, Student Teacher Relationship, Teacher Behavior, *Teaching Styles, Teaching Techniques
Identifiers—*Disruptive Behavior
This study, third in a series of seven, was written by two kindergarten teachers in different schools. A description is given of the two schools, the community in which they are located, and the physical layout of each of the teachers' classrooms. The characteristics of the teachers and their pupils are described as are the types of distractions encountered by the teachers in daily interaction with students. A discussion is presented on coping techniques used and their comparative effectiveness. Appended are lists of common distractions, classification of coping techniques, a quantitative checklist, and a teacher's daily response form. (JD)

ED 183 646 UD 020 238
Ogletree, Earl
Classroom Management and the Socially Disadvantaged.
Note—9p.; Not available in paper copy due to broken print
Pub Type— Opinion Papers (120) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Class Management, *Classroom Techniques, *Disadvantaged Youth, *Discipline, Discipline Policy, Discipline Problems, Elementary Secondary Education, Teacher Attitudes, Teacher Influence, *Teacher Role
Because of their deficits in academic attainments and different cultural styles, socially disadvantaged children create more potential than other children for classroom management problems. To improve classroom management, teachers should maintain a clean room and train their students to enter that room in an orderly fashion. In dealing with their students, teachers should learn their names, be impartial, be clear in their instructions, require their students to be accountable in their homework assignments, and aim at full class participation. In the matter of discipline, the effective teacher, always taking note of undercurrents of behavior and employing high interest activities to maintain order, will develop a rapport with students characterized by friendliness, flexibility, and consistency with discipline. The good teacher, eschewing threats and the temptation to frequently call in outside help, will work with individual offenders and will avoid taking misbehavior personally. (Author/WP)

ED 184 729 PS 011 388
Zahn-Waxler, Carolyn Chapman, Michael
The Effects of Children's Transgressions on Parents' Methods of Discipline.
Pub Date—Apr 80
Note—13p.; Paper presented at the Biennial Southeastern Conference on Human Development (6th, Alexandria, VA, April 17-19, 1980).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Abuse, *Discipline, *Infants, Interaction Process Analysis, *Mothers, *Parent Child Relationship, Punishment, Self Control, *Socialization
This study attempted to determine whether different forms of child misdemeanors lead predictably to given types of parental discipline. Twenty-four mothers and their children, who ranged in age from 10 to 20 months, participated in the study for a 9-month period. Mothers were trained to report their children's behaviors and their own socialization practices in narrative, sequential, tape-recorded reports of their children's responses to the positive and negative emotions expressed in the familial environment. Mother and child behaviors were also assessed by home observers during 14 home visits. One finding was that immediately following a transgression, mothers were more likely to use verbal prohibitions than any other type of discipline and

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that if children did not comply to initial discipline, mothers used additional discipline. Additional results showed that children who were frequently implicated in harm to persons were especially likely to have mothers who used explanation, while children who were frequently involved in property damage were likely to receive physical punishment and unlikely to hear explanations. Frequent lapses of self control in children were reliably associated with mothers' relatively frequent use of love withdrawal. Other results are presented and discussed and implications for issues of child abuse are examined. (JMB)

CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE)
MAIN ENTRY SECTION

EJ 207 504 AA 529 955
Rights, Respect, Responsibility: Those 3 R's Are Important, Too. Olivero, James L. *Thrust for Educational Leadership;* v8 n3 p8-10 Jan 1979 (Reprint: UMI)
Descriptors: *Change Strategies; *Conflict Resolution; Curriculum; *Discipline Policy; Discipline Problems; *Improvement Programs; *School Environment; Secondary Education; Staff Role

Several currently functioning techniques are noted for improving school climate and reducing the atmosphere of stress and conflict which leads to violence. Ideas include celebrating learning, providing "cool down" rooms or sustained silent reading periods to relieve tension during the school day, and implementing conflict resolution curriculum. (SJL)

EJ 207 505 AA 529 956
Competency-Based Approach to Discipline—It's Assertive. Canter, Lee. *Thrust for Educational Leadership;* v8 n3 p11-13 Jan 1979 (Reprint: UMI)
Descriptors: *Assertiveness; Behavioral Objectives; *Class Management; *Discipline Policy; Elementary Secondary Education; *Performance Based Teacher Education; *Program Development; Program Effectiveness; Student Teacher Relationship; *Teacher Behavior
Identifiers: *Assertive Discipline; Rice Elementary School CA

Assertive Discipline (AD) advocates a systematic approach which enables teachers to set firm, consistent limits for students while remaining cognizant of students' need for warmth and positive support. This article describes effective and ineffective teacher disciplinary behaviors, AD competencies, and the implementation of AD at Rice Elementary School. (Author/SJL)

EJ 207 528 AA 529 979
Corporal Punishment. Bruening, William H. *Journal of Thought,* v14 n1 p45-53 Jan 1979 (Reprint: UMI)
Descriptors: Constitutional Law; *Corporal Punishment; *Court Cases; *Discipline Policy; Elementary Secondary Education; *Student Rights; *Supreme Court Litigation
Identifiers: Goss vs Lopez; *Ingraham vs Wright

This paper discusses the lower court decision and the U.S. Supreme Court decision in the case of Ingraham vs Wright. (Author/SJL)

EJ 207 538 AA 529 989
Case Study Orientation for New Teachers. Richardson, James M. *Independent School,* v38 n3 p27-29 Feb 1979 (Reprint: UMI)
Descriptors: *Beginning Teachers; *Case Studies; Class Management; *Discipline Policy; Discussion Programs; Orientation Materials; *School Policy; *Teacher Orientation; Teacher Workshops

This article describes Oldfields School's systematic orientation program for beginning teachers. They meet as a group and discuss case studies, which give substance to the regulations and policies listed in the school handbooks. (SJL)

EJ 208 467 RC 503 464
Schoolrooms, Pupils, and Rules: The Role of Informality in Bureaucratic Socialization. Sieber, R. Timothy. *Human Organization;* v38 n3 p273-82 Fall 1979 (Reprint: UMI)
Descriptors: Bureaucracy; Class Management; Conduct; Conformity; *Discipline; Elementary Education; Informal Organization; *Organizations (Groups); Rewards; *School Role; Social Behavior; *Socialization; *Student Role
Identifiers: Formality; *Informality; *Rules

Classroom informality helps attune pupil behavior to the demands of bureaucratic life by contributing to pupil learning of formal social behavior. The paper discusses various concepts of school and pupil roles and characterizes and analyzes the function of the apparently paradoxical nature of student rules. (Author/SB)

EJ 208 603 SP 508 397
Dealing With Student Misbehavior: An Eclectic Review. Glickman, Carl D.; Wolfgang, Charles H. *Journal of Teacher Education;* v30 n3 p7-13 May-Jun 1979 (Reprint: UMI)
Descriptors: *Behavior Change; Class Management; Discipline; *Discipline Policy; *Discipline Problems; *Elementary Education; Misbehavior; *Student Teacher Relationship

A combination of principles drawn from the current major theories of behavior discipline often proves to be more effective than the use of any single theory. (LH)

EJ 209 186 CG 516 788
Two Measures of Parental Consistency. Scheck, Dennis C. *Psychology: A Quarterly Journal of Human Behavior;* v16 n2 p37-39 Sum 1979
Descriptors: *Behavior Rating Scales; Behavioral Science Research; *Discipline Policy; *Parent Attitudes; *Parent Child Relationship; Parent Role; Parents
Identifiers: *Consistency

Presents two scales which attempt to measure two distinct aspects of consistency of parental behavior; Inconsistent Parental Discipline Scale and Parental Disagreement on Expectations of the Child Scale. The paper concludes with citations of reported research utilizing these measures. (Author/BEF)

EJ 210 366 UD 507 424
Evaluating School Discipline through Empirical Research. Clune, William H., III. *Education and Urban Society;* v11 n4 p440-49 Aug 1979 (Reprint: UMI)
Descriptors: Civil Rights; *Constitutional Law; *Discipline; *Discipline Policy; Elementary Secondary Education; *Justice; *School Policy; *Student Rights; Supreme Court Litigation

The problem of developing a widely acceptable set of standards for evaluating school discipline is examined. The issue of determining what kinds of evidence best indicate whether schools are living up to norms of basic fairness in their evaluation standards is also explored. (RLV)

EJ 210 271 SP 508 919
Report Card on a Teacher. Mack, Jean. *Journal of Teacher Education;* v30 n4 p37-38 Jul-Aug 1979 (Reprint: UMI)
Descriptors: Class Management; *Discipline; *Discipline Policy; Misbehavior; Primary Education; Teacher Evaluation; *Teaching Techniques

The considerable gap between educational policy regarding discipline techniques and the reality of the classroom is explored. (LH)

EJ 210 371 UD 507 429
Exploring Remedies from Within. Hollingsworth, Ellen Jane. *Education and Urban Society;* v11 n4 p511-26 Aug 1979 (Reprint: UMI)
Descriptors: Changing Attitudes; *Conflict Resolution; *Discipline Policy; Elementary Secondary Education; *Grievance Procedures; Innovation; Ombudsmen; *Organizational Change; *Student Rights; *Teacher Attitudes

The article explores two types of grievance systems widely utilized in the American public school system: code grievance systems and alternative structures. (RLV)

continued on next page

EJ 210 372 UD 507 430
Advocacy Groups and School Discipline. Haralson, Eric. *Education and Urban Society*; v11 n4 p527-46 Aug 1979 (Reprint: UMI)
Descriptors: *Child Advocacy; *Community Involvement; Conflict Resolution; *Discipline; Elementary Secondary Education; Power Structure; Special Education; *Student Rights; Suspension

This report focuses on the activities of school advocacy groups in the area of school discipline. It concludes that the advocacy approach, while not always appropriate, is the most desirable for problems which neither conventional school programs nor relatively new conflict resolution mechanisms adequately address. (Author/RLV)

EJ 210 373 UD 507 431
Improving School Disciplinary Practices: Community Strategies. Mizell, M. Hayes. *Education and Urban Society*; v11 n4 p547-66 Aug 1979 (Reprint: UMI)
Descriptors: *Citizen Participation; Community Action; *Community Involvement; *Discipline Policy; Elementary Secondary Education; Grievance Procedures; *School Community Relationship; *School Policy

Widely held community belief is that lack of discipline is the biggest problem that public schools face. The community must be better informed regarding school discipline in order to effectively participate in changing policy. (RLV)

EJ 210 644 CG 517 015
The Piers - Harris Self-Concept Scale: Norms for Behaviorally Disordered Children. Bloom, Robert B.; And Others. *Psychology in the Schools*; v16 n4 p483-86 1979 (Reprint: UMI)
Descriptors: Aggression; *Anti Social Behavior; Behavior Problems; Comparative Analysis; *Emotionally Disturbed; *Norms; *Problem Children; *Self Concept
Identifiers: *Piers Harris Childrens Self Concept Scale

The Piers-Harris Self-Concept Scale was administered to behaviorally disordered children referred to a child study center for antisocial, aggressive, and criminal behavior. Compared to the aggregate mean for published scores of normal children, the subject group's scores were significantly lower and more variable. (Author)

EJ 210 896 EA 511 882
Two Successful Methods for Dealing with Discipline. Hudgens, John H. *NASSP Bulletin*; v63 n430 p113-14 Nov 1979 (Reprint: UMI)
Descriptors: *After School Programs; Class Attendance; *Discipline Policy; Secondary Education; Truancy
Identifiers: After School Detention Programs; *Richland Northeast High School SC; South Carolina (Columbia); *Student Courts

The Richland Northeast High School in Columbia, South Carolina, finds an after-school detention program and a student supreme court to be successful in handling discipline problems. (JM)

EJ 211 369 HE 511 896
Order in the Classroom! Postman, Neil. *Atlantic*; v244 n3 p35-38 Sep 1979
Descriptors: Behavior Problems; Behavior Standards; *Classroom Environment; *Discipline; Dress Codes; Educational Change; *Group Relations; Higher Education; Intellectual Development; Maladjustment; *Student Behavior; *Student School Relationship

Student attitudes fundamental for achievement of certain kinds of learning are identified: tolerance for delayed gratification, a certain measure of respect for and fear of authority, and a willingness to accommodate one's individual desires to the interests of group cohesion and purpose. (MLW)

EJ 211 743 SO 507 624
Court Intervention in Pupil Discipline: Implications and Comment. Hazard, William R. *American Behavioral Scientist*; v23 n2 p169-205 Dec 1979 (Reprint: UMI)
Descriptors: *Court Role; *Discipline; *Discipline Policy; Educational Environment; *Educational History; Educational Legislation; Elementary Secondary Education; Student Attitudes

Traces expanding involvement by state and federal courts in elementary and secondary schooling—particularly in the area of pupil discipline. Court cases and their influence on school authorities are discussed. (Author/DB)

EJ 213 028 PS 508 010
You Can Do It! Discipline. Canter, Lee. *Instructor*; v89 n2 p106-08,110,112 Sep 1979 (Reprint: UMI)
Descriptors: *Assertiveness; *Discipline; Discipline Problems; Elementary Education; *Elementary School Teachers; Guidelines; *Teacher Attitudes

Discusses classroom discipline and presents suggestions on how teachers can become more assertive in their classrooms. (CM)

EJ 213 556 SP 509 063
Open Education and Pupil Control Ideologies of Teachers. Hoy, Wayne K.; Jalovick, Judith M. *Journal of Educational Research*; v73 n1 p45-49 Sep-Oct 1979 (Reprint: UMI)
Descriptors: Class Management; Classroom Environment; Curriculum Design; *Discipline; *Humanistic Education; *Open Education; *Student Teacher Relationship; *Teacher Attitudes; Teacher Behavior

Tests of attitudes and behavior of teachers showed a direct relationship between open attitudes and open educational practices; custodial pupil control orientation was inversely related. (Editor)

EJ 214 866 RC 503 550
Resource Management: The Key to Success. *American Indian Journal*; v5 n11 p21-32 Nov 1979 (Reprint: UMI)
Descriptors: *American Indians; Coordination; *Energy Conservation; Environment; *Environmental Education; Natural Resources; *Reservations (Indian); Resources; Tribes
Identifiers: *Energy Development; *Resource Management; Water Rights

Gary Kimble, past staff attorney of the Senate Select Committee on Indian Affairs, cites resource management as one of the most important current issues in Indian affairs. Discusses water rights, coordination of energy efforts between tribes, and the need for Indians to know all the ramifications of reservation energy development. (DS)

EJ 216 073 EA 512 481
Exploring Alternatives to Punishment: The Keys to Effective Discipline. McDaniel, Thomas R. *Phi Delta Kappan*; v61 n7 p455-58 Mar 1980 (Reprint: UMI)
Descriptors: Behavior Change; *Class Management; Classroom Techniques; Corporal Punishment; *Discipline; Elementary Secondary Education; Models; *Punishment

Outlines the behavior, the human relations, and the pedagogical models of disciplinary practices that can serve as alternatives to punishment. Argues that increased, society-wide efforts to find and implement alternatives to punishment are called for. (IRT)

EJ 216 898 SP 509 222
The Discipline Dilemma. Horacek, Thelma. *Today's Education*; v68 n2 p20-21 Apr-May 1979 (Reprint: UMI)
Descriptors: *Class Management; *Discipline; *Parent Responsibility; *Parent Teacher Cooperation; *School Responsibility; Student Behavior

Guidelines for effective discipline techniques are given. (JD)

EJ 216 899 SP 509 223
The Teacher Who Disciplines LEAST.... Mallory, Richard M. *Today's Education*; v68 n2 p23-26 Apr-May 1979 (Reprint: UMI)
Descriptors: Behavior Change; Classroom Environment; *Classroom Techniques; *Discipline; *Teacher Response; *Teaching Methods

Not overreacting to disruptive behavior can be an effective way of maintaining classroom discipline. (JD)

continued on next page

EJ 217 683 EA 512 427
How to Discipline Handicapped Kids. Howe, Jonathan T. *American School Board Journal*; v167 n2 p30 Feb 1980 (Reprint: UMI)
Descriptors: *Discipline; Due Process; Elementary Secondary Education; Expulsion; *Handicapped Students; Student Rights; Suspension
Identifiers: *Education for All Handicapped Children Act

Handicapped children are not immune from a school's disciplinary rules but such children may have additional protection under Public Law 94-142. (Author/IRT)

EJ 217 744 EA 512 550
Clarifying Teachers' Beliefs about Discipline. Glickman, Carl D.; Tamashiro, Roy T. *Educational Leadership*; v37 n6 p459-64 Mar 1980 (Reprint: UMI)
Descriptors: *Behavior Theories; *Discipline Policy; Elementary Secondary Education; *Evaluation Methods; *Measurement Instruments; *Student Teacher Relationship

Introduces an instrument for teachers to use in clarifying their beliefs on discipline so they can select strategies with which they are comfortable. (Author/MLF)

EJ 218 088 PS 508 194
Relationship of Demographic Factors to Parental Discipline Techniques. Zussman, John Unger. *Developmental Psychology*; v14 n6 p685-86 Nov 1978
Descriptors: Assertiveness; *Children; *Demography; *Discipline; Family Structure; *Parent Child Relationship; Sex (Characteristics); Sex Differences; Socioeconomic Status

Employs three demographic variables (sex of child, socioeconomic status, and family size) as predictors of parental discipline. Subjects were 44 (22 male, 22 female) fifth graders and their mothers. (MP)

EJ 218 124 PS 509 031
Children Live by Rules/Let Them Help Make Them. Hesch, Patricia Yunker. *Day Care and Early Education*; v7 n2 p12-15 Win 1979 (Reprint: UMI)
Descriptors: *Day Care Services; *Discipline; Early Childhood Education; *Preschool Children; Student Behavior; *Student Participation; *Teaching Methods
Identifiers: *Rules

Suggests some ways that teachers can establish and maintain appropriate behavior in preschool children in day care centers. (MP)

EJ 218 238 PS 509 150
Disciplinary Encounters between Young Boys and Their Mothers and Fathers: Is There a Contingency System? Lytton, Hugh. *Developmental Psychology*; v15 n3 p256-68 May 1979
Descriptors: Behavioral Science Research; *Discipline; Fathers; *Interaction Process Analysis; Mothers; Observation; *Parent Attitudes; *Parent Child Relationship; *Preschool Children

EJ 218 696 TM 504 897
Reactions to a Child's Mistakes as Affected by Her/His Looks and Speech. Berkowitz, Leonard; Frodi, Ann. *Social Psychology Quarterly*; v42 n4 p420-25 Dec 1979 (Reprint: UMI)
Descriptors: *Aggression; Bias; *Children; *Discipline; Emotional Response; Females; Higher Education; Intermediate Grades; *Interpersonal Attraction; Physical Characteristics; Punishment; *Reactive Behavior; Stimulus Behavior; *Stuttering
Identifiers: *Aversive Stimuli

Undergraduate females were or were not provoked by a confederate, and then required to discipline a girl who was pretty or was unattractive, or to discipline a boy who stuttered or one who spoke normally. The undesirable physical characteristics provoked stronger punishment, especially when subjects were angry. (Author/GDC)

EJ 219 179 AA 530 971
Faceworking: Helping Students Save Face in the Classroom. Lasley, Thomas J. *Clearing House*; v53 n1 p5-7 Sep 1979 (Reprint: UMI)
Descriptors: *Behavior Change; *Classroom Techniques; *Discipline; Educational Philosophy; Effective Teaching; Elementary Secondary Education; Humanistic Education; Interpersonal Relationship; Self Concept; *Self Esteem; Student Teacher Relationship; Teacher Attitudes; Teaching Techniques

Faceworking, or allowing a student to "save face," enables teachers to deal with mild discipline problems without creating unnecessary conflicts. Presented are ways teachers can use excusing, humoring, or ignoring, to enable students to maintain their self-esteem while at the same time modifying their behavior. (KC)

ANSWER TO SIMULATION EXERCISE

1.&2. Some of the potential documents and journal articles include:

ED 177 691	EJ 200 758	EJ 213 556
ED 178 419	EJ 207 504	EJ 216 073
ED 179 887	EJ 207 505	EJ 216 898
ED 180 115	EJ 210 896	EJ 216 899
ED 182 023	EJ 213 028	EJ 217 683
		EJ 218 124

3. Documents with research findings include:

ED 175 112	ED 182 780	EJ 209 186
ED 175 534	ED 183 285	EJ 210 366
ED 175 536	ED 183 541	EJ 210 664
ED 176 378	ED 183 542	EJ 213 556
ED 178 094	ED 183 543	EJ 214 886
ED 179 328	ED 183 545	EJ 218 088
ED 180 075	ED 183 549	EJ 218 657
ED 180 985	ED 184 729	EJ 218 696

4. Documents summarizing information on "discipline" include:

ED 175 087	ED 181 150
ED 177 729	ED 182 015
ED 180 054	ED 182 827

5. Document accessioned by the ERIC Clearinghouse on Teacher Education are coded *SP*.

ED 183 541	EJ 210 271
ED 183 543	EJ 213 556
ED 183 545	EJ 216 898
ED 183 549	EJ 216 899

6. Teacher education modules include:

ED 183 545	EJ 207 538
ED 176 378	EJ 216 899

7. Documents on elementary school settings include:

ED 175 534	ED 183 550	EJ 211 743
ED 178 094	ED 183 551	EJ 213 028
ED 175 536	ED 184 722	EJ 218 124
ED 183 541	ED 184 729	EJ 218 238
ED 183 542	EJ 208 467	EJ 218 657
ED 183 549	EJ 209 458	

8. Some of the cues for question 3: title: "Study of . . .;" Publication Type: Reports-research (143); reported in journal like *American Educational Research Journal* that publish only research studies.

   Some cues for question 4: Publication Type: Information Analysis (070).

   The ERIC Clearinghouse accession code *SP* for Teacher Education, the only clue, is listed only in resumes.

   Question 6 clues include titles, words like inservice and teacher education, use of the descriptor, teacher education.

SOURCES OF ERIC PUBLICATIONS

Resources in Education (RIE)

For subscription: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Back issues from 1968-1978: Macmillan Publishing Co., Inc., 100D Brown Street, Riverside, New Jersey 08075.

Back issues from 1979-present: Oryx Press, 2214 North Central at Encanto, Phoenix, Ariz. 85004.

Current Index to Journals in Education (CIJE)

For subscription: Oryx Press, 2214 North Central at Encanto, Phoenix, Ariz. 85004.

Back issues from 1969-1978: MacMillan

Back issues from 1979-present: Oryx Press

Thesaurus of ERIC Descriptors, Completely Revised, 1980: Oryx Press

Directory of ERIC Search Services

Free list of organizations offering computer searches of ERIC: ERIC Processing and Reference Facility, 4833 Rugby Ave., Suite 303, Bethesda, MD. 20014.

Directory of ERIC Microfiche Collections

Free list of locations of ERIC microfiche collections: ERIC Processing and Reference Facility.

Microfiche and Paper Copies of Most Documents: ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Va. 22210 (703) 841-1212.

Reprints of Journal articles, University Microfilms International, 300 North Zeeb Road, Ann Arbor, Michigan 48106, (800) 521-3042.

ERIC CLEARINGHOUSES

CE ERIC Clearinghouse on Career Education
Ohio State University
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
Telephone: (614) 486-3655

Career education formal and informal at all levels, encompassing attitudes, self-knowledge, decision-making skills, general and occupational knowledge and specific vocational and occupational skills adult and continuing education, formal and informal relating to occupational, family, leisure citizen organizational and retirement roles, vocational and technical education, including new sub-professional fields, industrial arts, and vocational rehabilitation for the handicapped.

CG ERIC Clearinghouse on Counseling and Personnel Services
University of Michigan
School of Education Building, Room 2108
Ann Arbor, Michigan 48109
Telephone: (313) 764-9492

Preparation, practice, and supervision of counselors at all educational levels and in all settings; theoretical development of counseling and guidance, use and results of personnel procedures such as testing, interviewing, disseminating, and analyzing such information; group work and case work, nature of pupil, student, and adult characteristics, personnel workers and their relation to career planning, family consultations, and student orientation activities.

PS ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois
College of Education
Urbana, Illinois 61801
Telephone: (217) 333-1386

Prenatal factors, parental behavior, the physical, psychological, social, educational, and cultural development of children from birth through the primary grades, educational theory, research, and practice related to the development of young children.

EA ERIC Clearinghouse on Educational Management
University of Oregon
Eugene, Oregon 97403
Telephone: (503) 686-5043

Leadership, management, and structure of public and private educational organizations, practice and theory of administration, preservice and inservice preparation of administrators, tasks, and processes of administration, methods and varieties of organization, organizational change, and social context of the organization.
Sites, buildings, and equipment for education, planning, financing, constructing, renovating, equipping, maintaining, operating, insuring, utilizing, and evaluating educational facilities.

EC ERIC Clearinghouse on Handicapped and Gifted Children
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
Telephone: (703) 620-3660

Aurally handicapped, visually handicapped, mentally handicapped, physically handicapped, emotionally disturbed, speech handicapped, learning disabilities and the gifted; behavioral, psychomotor, and communication disorders, administration of special education services, preparation and continuing education of professional and paraprofessional personnel, preschool learning and development of the exceptional, general studies on creativity.

HE ERIC Clearinghouse on Higher Education
George Washington University
One Dupont Circle, Suite 630
Washington, D.C. 20036
Telephone: (202) 296-2597

Various subjects relating to college and university students, college and university conditions and problems, college and university programs, curricular and instructional problems and programs, faculty, institutional research; federal programs, professional education (medical, law, etc.), graduate education, university extension programs, teaching-learning, planning, governance, finance, evaluation, interinstitutional arrangements, and management of higher educational institutions.

IR ERIC Clearinghouse on Information Resources
Syracuse University
School of Education
Syracuse, New York 13210
Telephone: (315) 423-3640

Management, operation, and use of libraries, the technology to improve their operation and the education, training, and professional activities of librarians and information specialists. Educational techniques involved in microteaching, systems analysis, and programmed instruction employing audiovisual teaching aids and techology, such as television, radio, computers, and cable television, communication satellites, microforms, and public television.

JC ERIC Clearinghouse for Junior Colleges
University of California
Powell Library Room 96
Los Angeles, California 90024
Telephone: (213) 825-3931

Development, administration, and evaluation of public and private community junior colleges. Junior college students, staff, curricula, programs, librarians, and community services.

FL ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
3520 Prospect St. N.W.
Washington, D.C. 20007
Telephone: (202) 298-9292

Languages and linguistics. Instructional methodology psychology of language learning, cultural and intercultural content, application of linguistics, curricular problems and developments, teacher training and qualifications, language sciences, psycholinguistics, theoretical and applied linguistics, language pedagogy, bilingualism, and commonly taught languages including English for speakers of other languages.

continued on next page

CS ERIC Clearinghouse on Reading and Communication Skills

National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801
Telephone: (217) 328-3870

Reading, English, and communication skills, preschool through college. Educational research and development in reading, writing, speaking, and listening. Identification, diagnosis, and remediation of reading problems. Speech communication—forensics, mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, instruction, development speech sciences, and theater. Preparation of instructional staff and related personnel in these areas.
All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching instructional materials, curricula, tests and measurement, preparation of reading teachers and specialists, and methodology at all levels. Role of libraries and other agencies in fostering and guiding reading. Diagnostic and remedial services in school and clinical settings.

RC ERIC Clearinghouse on Rural Education and Small Schools

New Mexico State University
Box 3AP
Las Cruces, New Mexico 88003
Telephone: (505) 646-2623

Education of Indian Americans, Mexican Americans, Spanish Americans, and migratory farm workers and their children; outdoor education, economic, cultural, social, or other factors related to educational programs in rural areas and small schools; disadvantaged of rural and small school populations.

SE ERIC Clearinghouse for Science, Mathematics, and Environmental Education

Ohio State University
1200 Chambers Road, Third Floor
Columbus, Ohio 43212
Telephone: (614) 422-6717

All levels of science, mathematics, and environmental education, development of curriculum and instructional materials, media applications, impact of interest, intelligence, values, concept development upon learning preservice and inservice teacher education and supervision.

SO ERIC Clearinghouse for Social Studies/Social Science Education

855 Broadway
Boulder, Colorado 80302
Telephone: (303) 492-8434

All levels of social studies and social science; all activities relating to teachers, content of disciplines, applications of learning theory, curriculum theory, child development theory, and instructional theory; research and development programs; special needs of student groups, education as a social science, social studies social science and the community.

SP ERIC Clearinghouse on Teacher Education

American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036
Telephone: (202) 293-2450

School personnel at all levels, all issues from preservice through preservice and inservice preparation and training to retirement; curricula, educational theory and philosophy, general education not specifically covered by Educational Management Clearinghouse; Title XI NDEA Institutes not covered by subject specialty in other ERIC Clearinghouses; all aspects of physical education.

TM ERIC Clearinghouse on Tests, Measurement, and Evaluation

Educational Testing Service
Princeton, New Jersey 08540
Telephone: (609) 921-9000 ext. 2176

Tests and other measurement devices, evaluation procedures and techniques, application of tests, measurement, or evaluation in educational projects or programs.

UD ERIC Clearinghouse on Urban Education

Box 40
Teachers College, Columbia University
525 W. 120th Street
New York, New York 10027
Telephone: (212) 678-3437

The relationship between urban life and schooling, the effect of urban experience and environments from birth onward; the academic, intellectual, and social performance of urban children and youth from grade three through college entrance (including the effect of self concept, motivation, and other affective influences); education of urban Puerto Rican and Asian American populations and rural and urban black populations; programs and practices which provide learning experiences designed to meet the special needs of diverse populations served by urban schools and which build upon their unique as well as their common characteristics; structural changes in the classroom, school, school system, and community and innovative instructional practices which directly affect urban children and youth; programs, practices and materials related to economic and ethnic discrimination, segregation, desegregation and integration in eduction; issues, programs, practices and materials related to redressing the curriculum imbalance in the treatment of ethnic minority groups.

Educational Resources Information Center

Central ERIC
National Institute of Education
Washington, D.C. 20208
Telephone: (202) 254-5500

B., C. The following 4 masters are used to duplicate participant tests and participant assessment of this ERIC unit.

PARTICIPANT TEST NUMBER 1
USING INFORMATION FROM ERIC

1. Match the ERIC resource with its appropriate use.

_____ RIE	a. Guide to journal articles
_____ CIJE	b. List of ERIC decriptors
_____ *Thesaurus*	c. Includes resumes of primarily unpublished documents

2. RIE and CIJE are published
   - _____ a. Weekly
   - _____ b. Monthly
   - _____ c. Annually

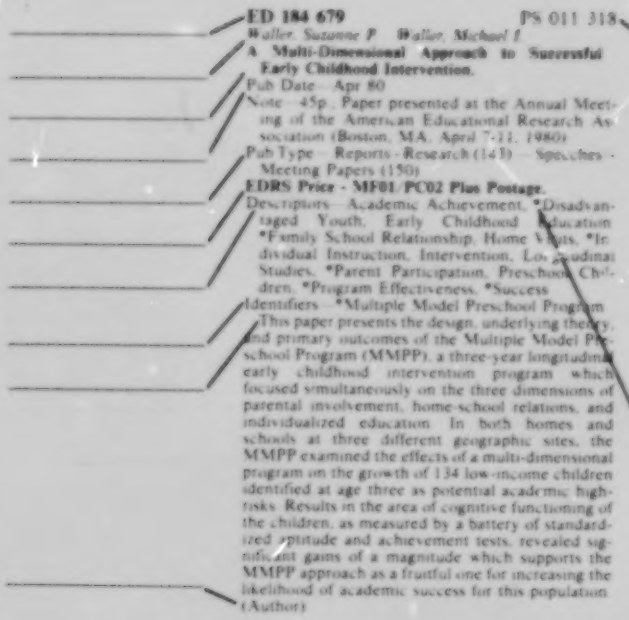
3. ERIC *generally* does not accession certain types of resources. Mark the resources listed below that you would expect to find in ERIC files.
   - _____ a. Journal articles about education
   - _____ b. Journal articles about the substance political science (not political science education)
   - _____ c. Audio-visual resources (e.g., films, film strips)
   - _____ d. Education conference reports
   - _____ e. Educational research final reports
   - _____ f. Educational dissertations
   - _____ g. Advertising or promotional material
   - _____ h. Catalogs
   - _____ i. Legislation in progress
   - _____ j. Final reports of federal projects

4. RIE and CIJE contain several indexes. Circle RIE and or CIJE if a particular index is included.

Index	*Found in*	
Subject Index	RIE	CIJE
Author Index	RIE	CIJE
Institution Index	RIE	CIJE
Journal Contents Index	RIE	CIJE
Publication Type	RIE	CIJE

5. Semi-annual cumulative issues of RIE include indexes only. True or False?
6. Semi-annual cumulative issues of CIJE include both indexes and resumes. True or False?
7. ERIC provides copies of most journal articles indexed in CIJE. True or False?
8. ERIC provides copies of most documents indexed in RIE. True or False?
9. EJ stands for "ERIC Journal" while ED represents "ERIC Document." True or False?

10. Identify the meaning of each part of the following RIE resume.



ED 184 679 PS 011 318

Waller, Suzanne P.; Waller, Michael I.

A Multi-Dimensional Approach to Successful Early Childhood Intervention.

Pub Date—Apr 80

Note—45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980)

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Disadvantaged Youth, Early Childhood Education, *Family School Relationship, Home Visits, *Individual Instruction, Intervention, Longitudinal Studies, *Parent Participation, Preschool Children, *Program Effectiveness, *Success

Identifiers—*Multiple Model Preschool Program

This paper presents the design, underlying theory, and primary outcomes of the Multiple Model Preschool Program (MMPP), a three-year longitudinal early childhood intervention program which focused simultaneously on the three dimensions of parental involvement, home-school relations, and individualized education. In both homes and schools at three different geographic sites, the MMPP examined the effects of a multi-dimensional program on the growth of 134 low-income children identified at age three as potential academic high-risks. Results in the area of cognitive functioning of the children, as measured by a battery of standardized aptitude and achievement tests, revealed significant gains of a magnitude which supports the MMPP approach as a fruitful one for increasing the likelihood of academic success for this population. (Author)

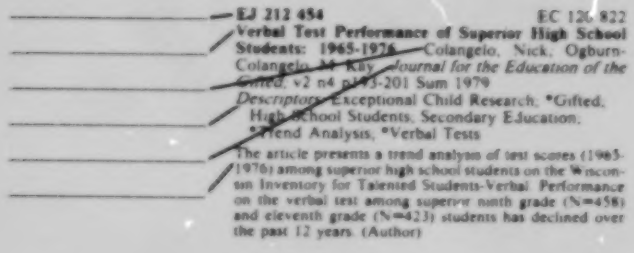
a. Where and when was this paper presented?_____

b. What would a microfiche of this document cost from EDRS? ___

(Que: Look at sample order form on page 6).

c. What does this asterisk mean?

11. Identify the meaning of each part of the following CIJE resume.



EJ 212 454 EC 120 822

Verbal Test Performance of Superior High School Students: 1965-1976. Colangelo, Nick; Ogburn-Colangelo, Jo Kay. *Journal for the Education of the Gifted*, v2 n4 p193-201 Sum 1979

Descriptors: Exceptional Child Research, *Gifted, High School Students, Secondary Education, *Trend Analysis, *Verbal Tests

The article presents a trend analysis of test scores (1965-1976) among superior high school students on the Wisconsin Inventory for Talented Students-Verbal. Performance on the verbal test among superior ninth grade (N=458) and eleventh grade (N=423) students has declined over the past 12 years. (Author)

a. Which Clearinghouse entered this article in ERIC? _____

(Que: Use Clearinghouse list in back of this unit.)

12. What is the meaning of the following terms used in the *Thesaurus of ERIC Descriptors*?

SN _____

UF _____

NT _____

BT _____

RT _____

PARTICIPANT TEST NUMBER 2
USING INFORMATION FROM ERIC

1. What is the location of the nearest ERIC microfiche collection? (NOTE: If you do not know, consult the "Directory of ERIC Microfiche Collections" available free from ERIC or from your instructor.)

2. Where are copies of RIE, CIJE, and The *Thesaurus of ERIC Descriptors* located in your library?

3. Identify a topic, problem or concept that you would like to know more about. State it as a question. _____

_____

?_____

4. Make a manual search using this question as a guide.

5. If this is your first experience with ERIC resources, spend some time simply glancing through each to become better acquainted. Find out in RIE what the current cost for microfiche is from EDRS and how to order documents. Read the ads in the back about other ERIC resources. Note the names of journals indexed in CIJE. Learn to use two other displays in *Thesaurus* not introduced herein (Two-way Hierarchical Term Display and Descriptor Group Display).

6. Where are computer searches available nearby? How long do they take? How much do they cost? Who do you contact to make one?

7. Can microfiche be reproduced on paper copy at the library or institution with an ERIC collection? How is this done? What are the costs?

Participant Assessment of Unit on ERIC

Please circle the numeral that best expresses your feeling about each of the items which follow. Your perception will help in improving this unit.

1. Prior to this unit, my knowledge of ERIC was:	*Extensive* 7	6	5	*Some* 4	3	2	*None* 1
2. In relation to my needs, the *content* was:	*Very Appropriate* 7	6	5	*Adequate* 4	3	2	*Not Appropriate* 1
3. Oral presentations were:	*Very Interesting* 7	6	5	*Average* 4	3	2	*Dull* 1
4. Printed materials were:	*Clear and Informative* 7	6	5	*Average* 4	3	2	*Vague and of Little Use* 1
5. The unit was:	*Very Well Organized* 7	6	5	*Organized* 4	3	2	*Unorganized* 1
6. Overall, I consider this unit:	*Excellent* 7	6	5	*Average* 4	3	2	*Poor* 1
7. I would recommend the unit to others.	*Definitely Yes* 7	6	5	*Uncertain* 4	3	2	*Definitely No* 1
8. I will use information and skills learned in this unit.	*Definitely Yes* 7	6	5	*Uncertain* 4	3	2	*Definitely No* 1
9. I now believe ERIC is:	*Extremely Useful* 7	6	5	*Useful Resource* 4	3	2	*Of No Value* 1

10. Comments Suggestions Observations _____

11. INSTRUCTOR-DIRECTED LEARNING UNIT

D. The following 30 masters are used to make overhead transparencies to use with your lectures.

THE NEED TO KNOW

AN INTRODUCTION TO

ERIC®

EDUCATIONAL RESOURCES INFORMATION CENTER

WHY USEFUL?

- 400,000 REPORTS, PAPERS AND JOURNAL ARTICLES
- RELATED TO EDUCATION
- TIMELY
- MANY NOT AVAILABLE ELSEWHERE

EDUCATION IS CHANGING

Discipline named No. 1 problem in schools

Teachers study effects of stress

Influx of bilingual students
Study reveals . . .

Microcomputers ordered for school

State adopts new textbooks
Researcher reports . . .

Gifted and Talented Program inaugurated

SE 029 385

ED 182 108
Activity Oriented Materials Developed to Help the Low Achiever Attain Basic Mathematical Competencies.

SE 029 368

ED 182 107
It's Time to Challenge the Gifted: Some Tested Lessons, K-9.

CS 502 794

ED 144 251
Designing a Positive In-School Suspension Program.

PS 011 175

ED 182 023
Classroom Management: Teaching Techniques and Strategies for Dealing with Discipline Problems.

YES

- Journals
- Print Documents

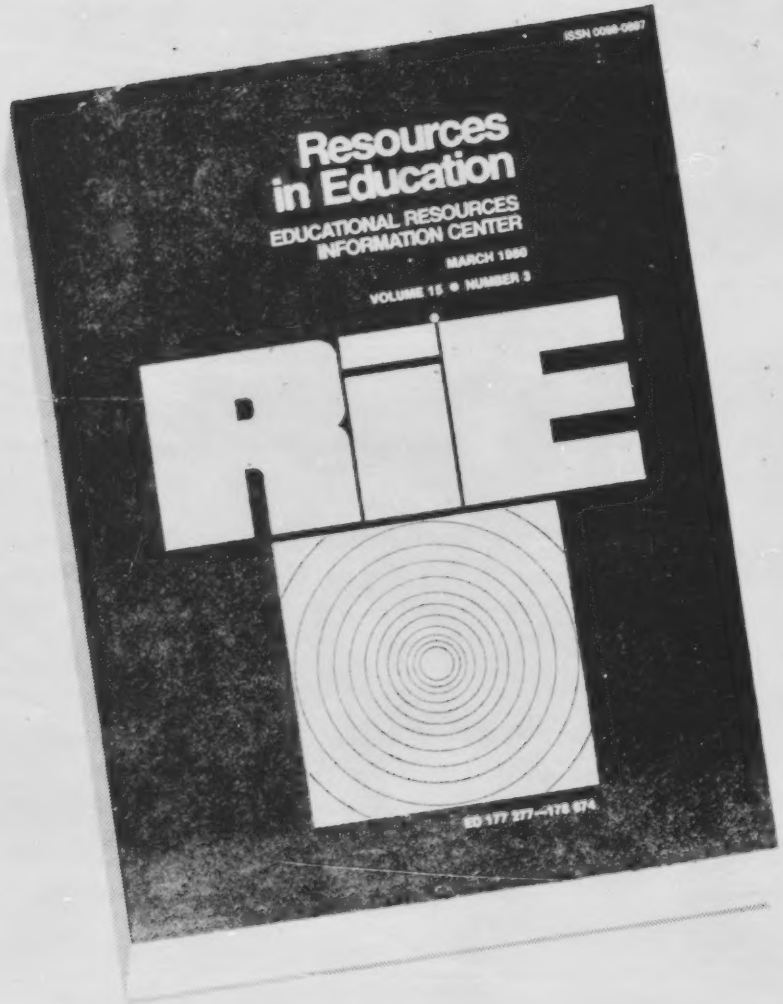
NO

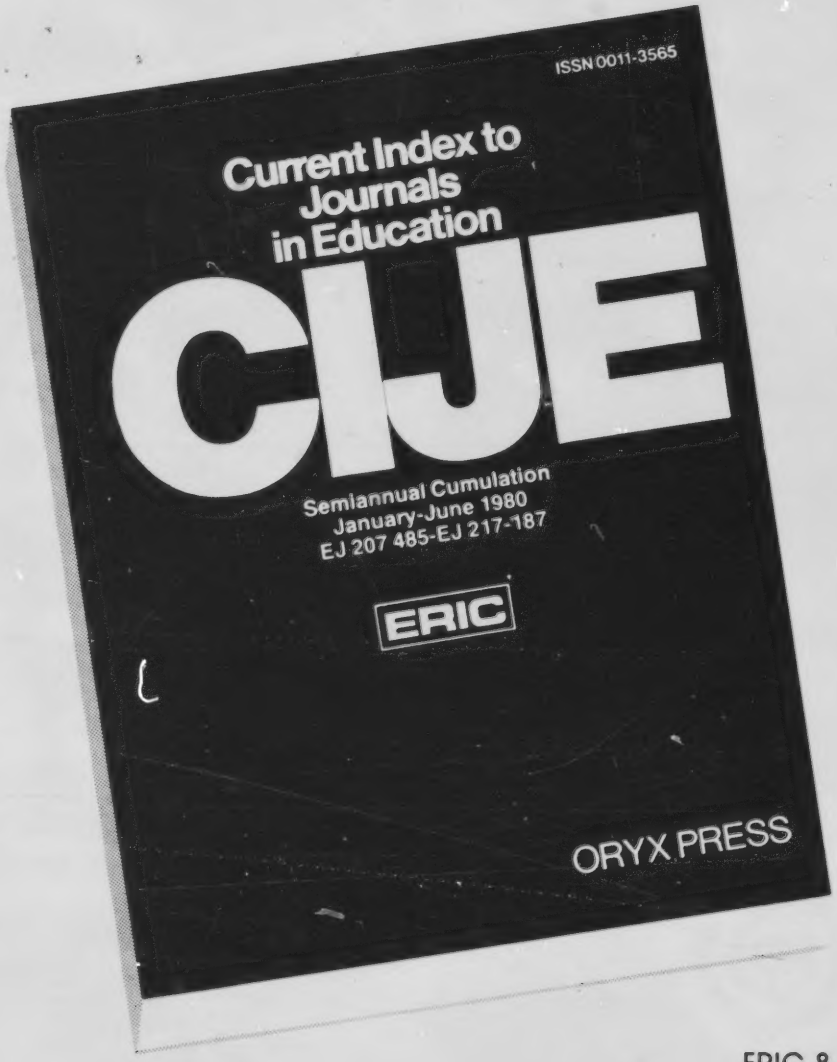
- Audio-Visual Resources
- Dissertations
- Catalogs
- Advertising
- Legislation in Progress

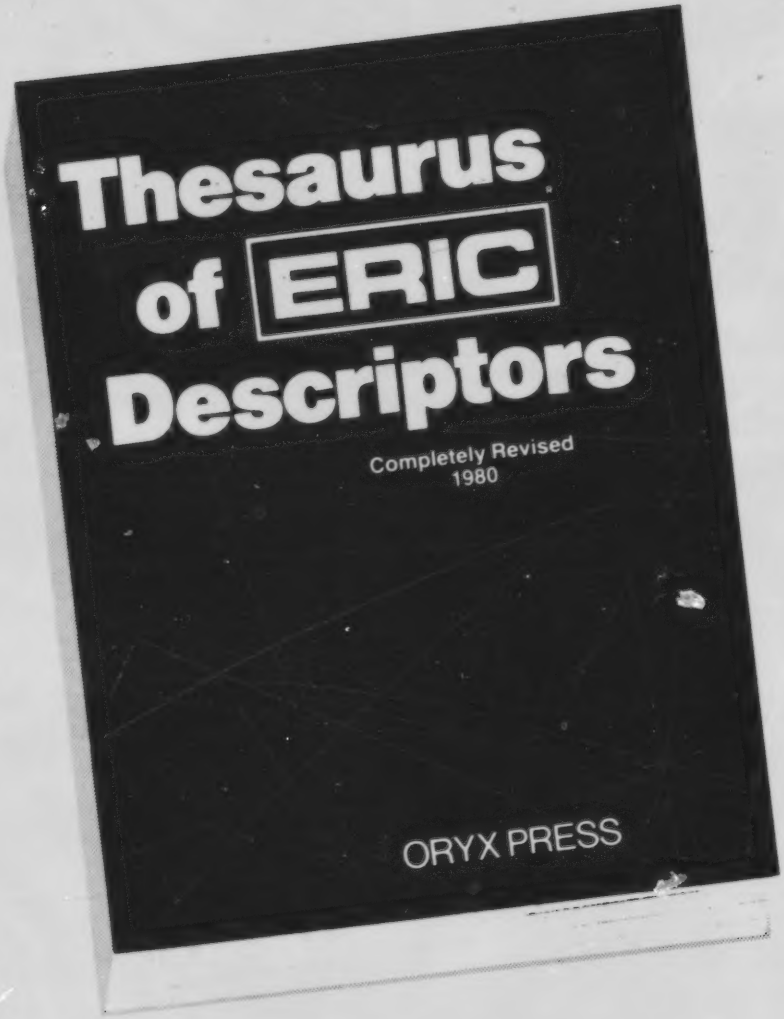
●● CENTRAL FACILITIES

◎◎ CLEARINGHOUSES

•• USERS (LIBRARIES SCHOOLS)


ISSN 0098-0897
Resources in Education
EDUCATIONAL RESOURCES INFORMATION CENTER
MARCH 1980
VOLUME 15 • NUMBER 3
RIE
ED 177 277—178 674


ISSN 0011-3565
Current Index to Journals in Education
CIJE
Semiannual Cumulation
January-June 1980
EJ 207 485-EJ 217-187
ERIC
ORYX PRESS


Thesaurus
of ERIC
Descriptors
Completely Revised
1980
ORYX PRESS

ERIC®

CAN HELP YOU SOLVE EDUCATIONAL PROBLEMS

OBJECTIVES

1. Describe Information in 3 ERIC Publications

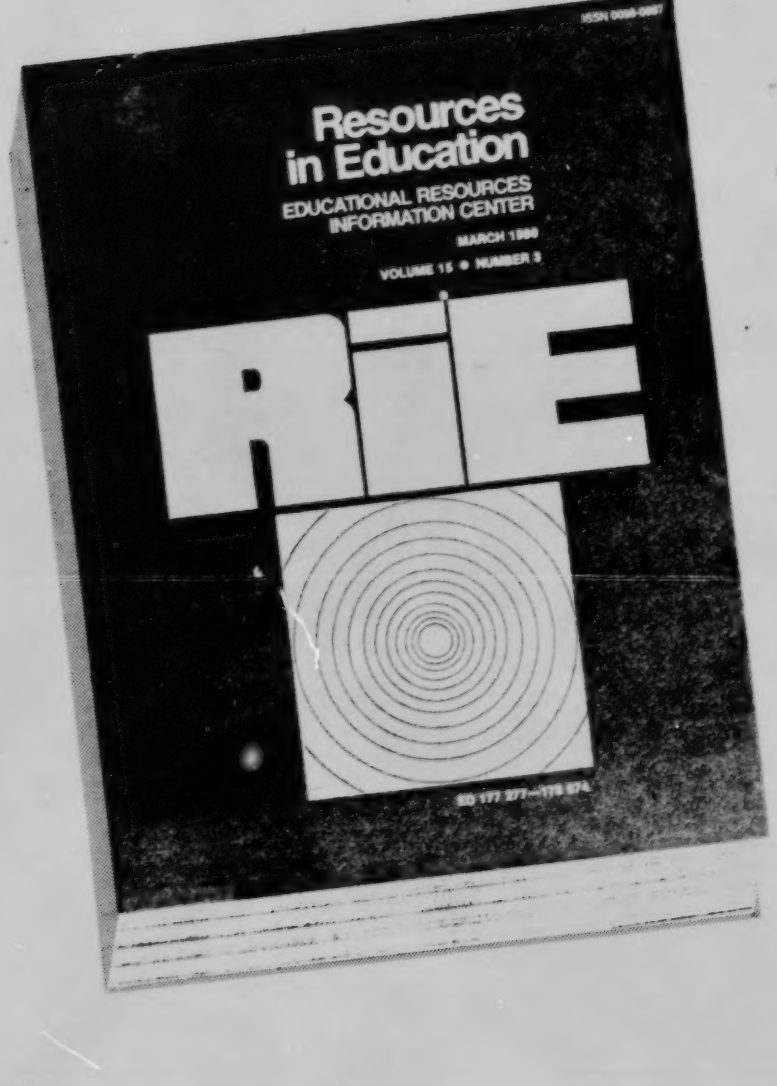
   Resources in Education (RIE)

   Current Index to Journals in Education (CIJE)

   Thesaurus of ERIC Descriptors

2. Conduct an ERIC manual search.

3. Describe how to work with an information specialist to complete an ERIC computer search.



- DOCUMENT RESUMES
- INDEXES
  - Subject
  - Author
  - Institution
  - Publication Type

Author Index

Drummond, William H.
A Description of the Florida Linkage System Training Program.
ED 183 510

Institution Index

Florida State Dept. of Education, Tallahassee.
Competency Testing in Florida. Report to the Florida Cabinet. Part I. Task Force on Educational Assessment Programs.
ED 183 607
A Description of the Florida Linkage System Training Program.
ED 183 510

Publication Type

A Description of the Florida Linkage System Training Program.
ED 183 510

Subject Index

Problem Solving
Counseling Needs of the Older Adult. Module 44.
ED 182 678
A Description of the Florida Linkage System Training Program.
ED 183 510

Resume

ED 183 510 SP 015 557
Drummond, William H. And Others
A Description of the Florida Linkage System Training Program.
Florida State Dept. of Education, Tallahassee.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.
Pub Date—79
Contract—400-76-0089
Note—28p.
Available from—Office of Dissemination/Diffusion, Florida Dept. of Education, Knott Building, Tallahassee, FL ($1.00)
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Administration, *Group Dynamics, *Instructional Materials, *Learning Modules, *Problem Solving
Identifiers—Linking Agents, *Research and Development Utilization Program
A brief description of the Florida Linkage System's training modules is provided. The training program is designed to introduce teachers and educational personnel to a systematic approach to problem-solving and decision-making. Emphasis is placed on group interaction, and raising awareness of self as an individual in a social context. The title, purpose, expected outcomes, and school usefulness of 25 modules are given and ordering information is provided. (LH)

BIBLIOGRAPHIC INFORMATION

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- Clearinghouse Number
- ERIC Document Number
- Author
- Title
- Source
- Sponsoring Agency
- Publication Date
- Contract Number
- Notes
- Availability
- Publication Type
- EDRS prices

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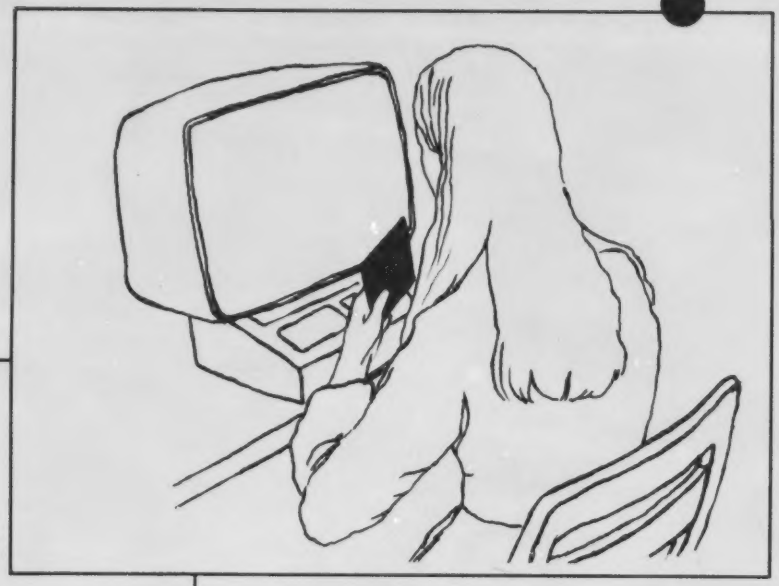

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PC 05	101 - 125	7.82
PC 06	126 - 150	9.32

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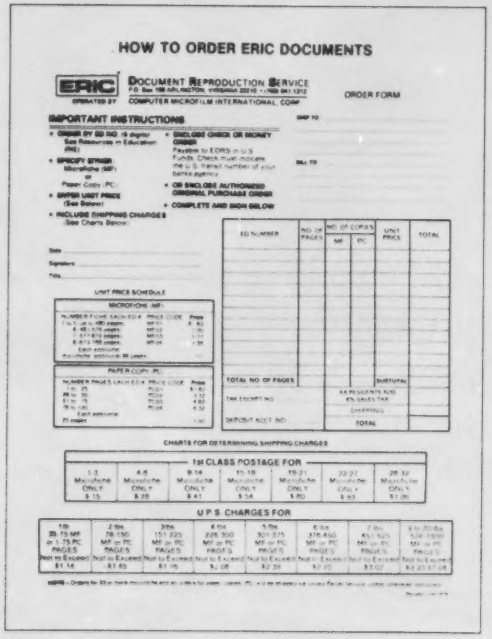
MF 02	481 - 576	6	1.00
MF 03	577 - 672	7	1.17
MF 04	673 - 768	8	1.34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ORDER FORM

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- SPECIFY EITHER Microfiche (MF) or Paper Copy (PC)
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- ENCLOSE CHECK OR MONEY ORDER Payable to ERIC in U.S. Funds. Check must include the U.S. transit number of your bank's agency
- OR ENCLOSE AUTHORIZED ORIGINAL PURCHASE ORDER
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673-768 pages	MF04	1.34
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INDEX TERMS

ED 183 510 SP 015 557

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Descriptors
Identifiers
*Major concepts

ABSTRACT

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Drummond, William H. And Others
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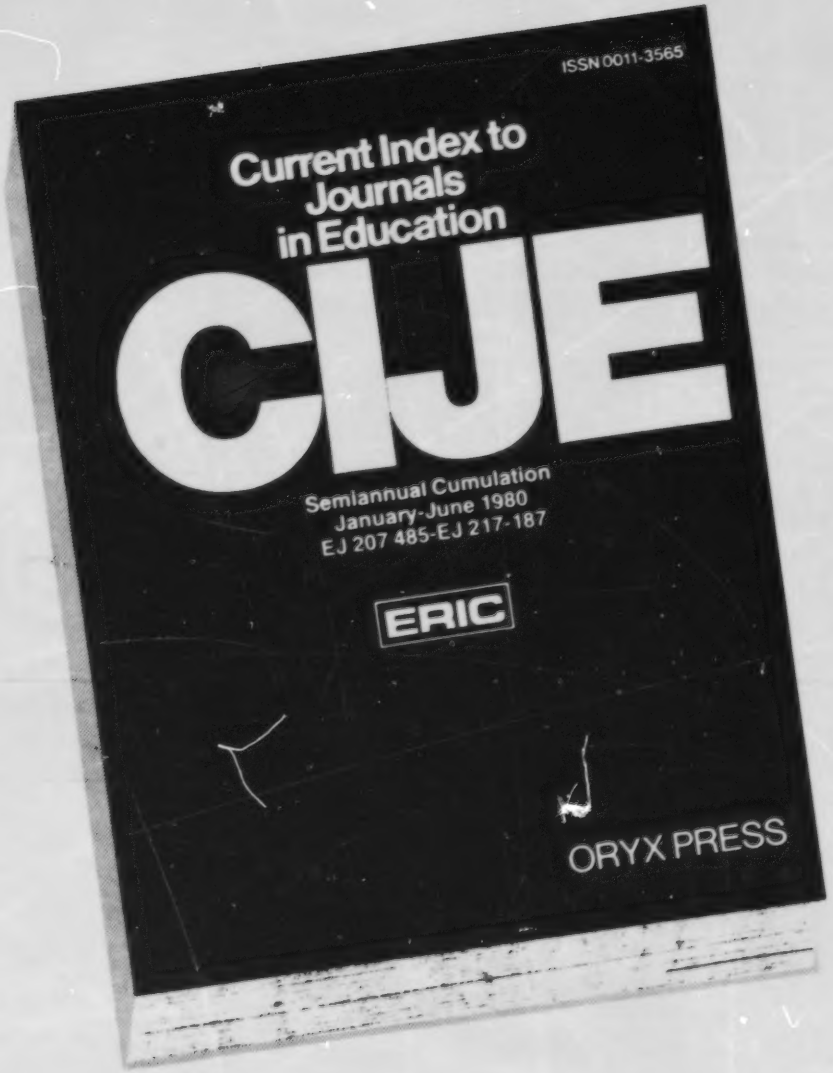
objective statement of document's contents



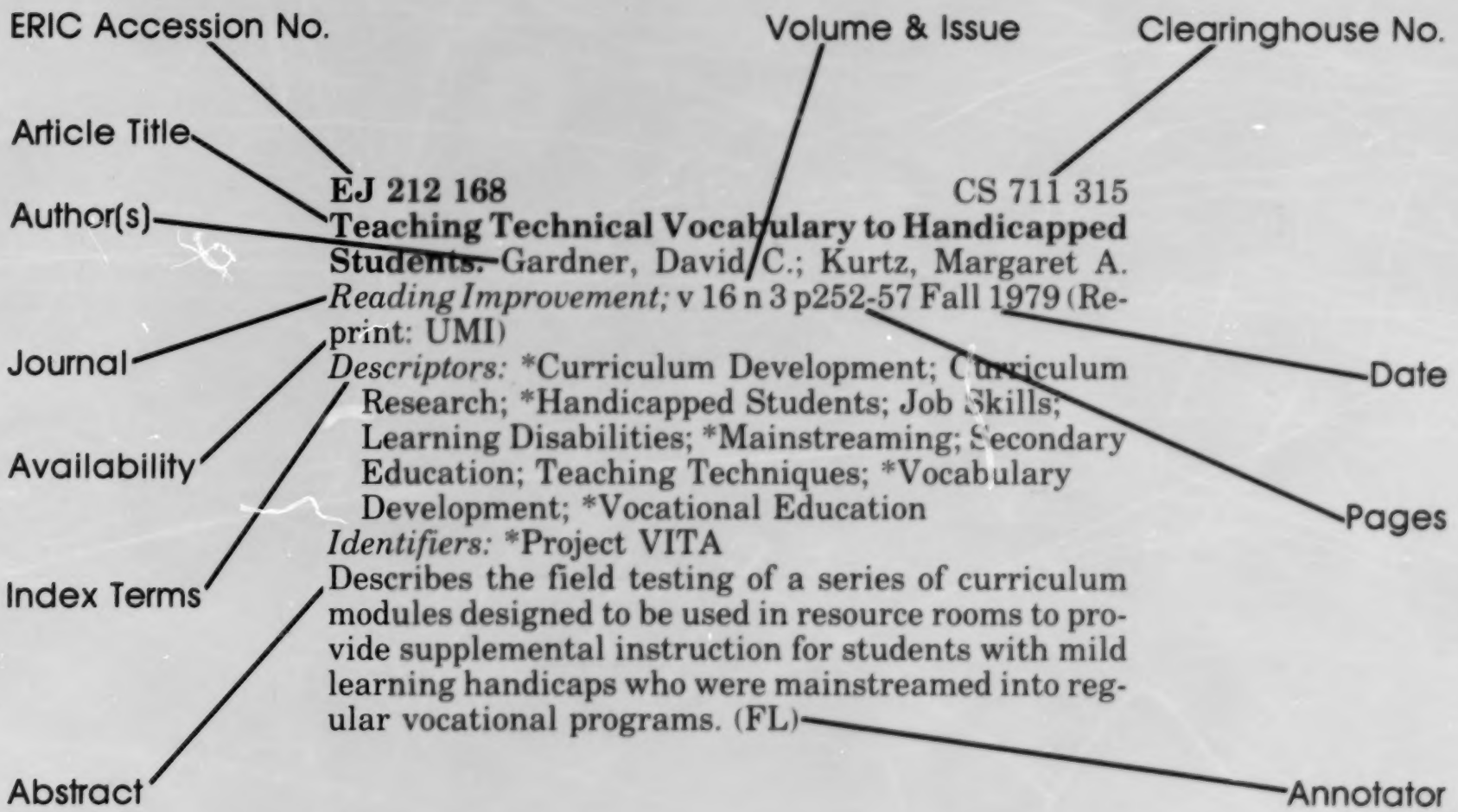
- MAIN ENTRIES
- INDEXES

  Subject

  Author

  Journal Contents

CIJE MAIN ENTRY



EJ 212 168 CS 711 315

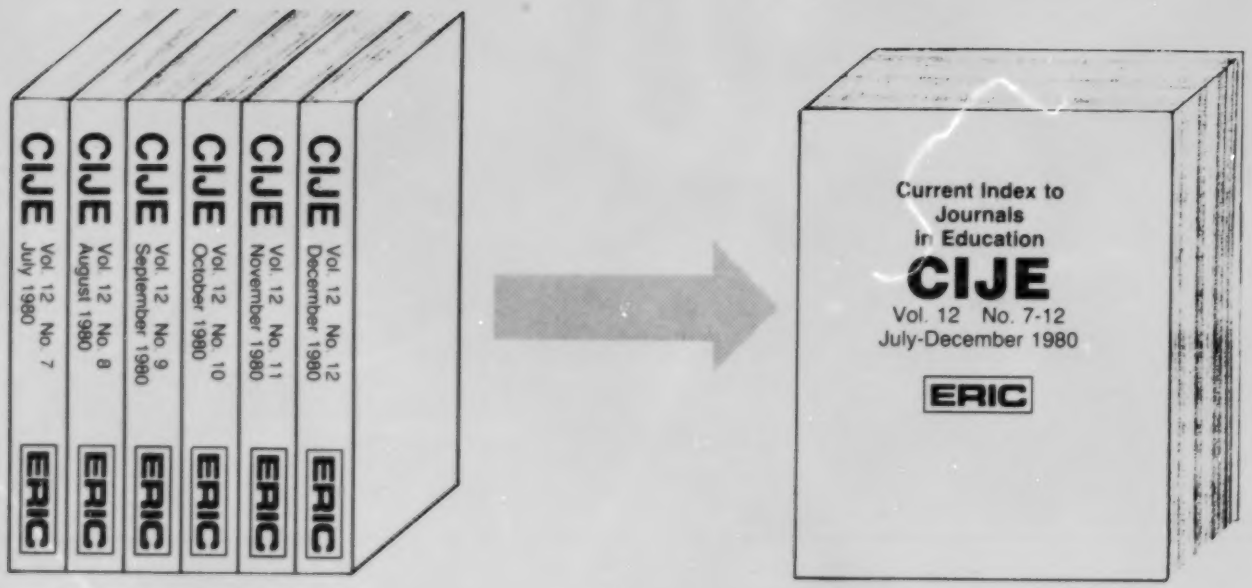
Teaching Technical Vocabulary to Handicapped Students. Gardner, David C.; Kurtz, Margaret A.

Reading Improvement; v 16 n 3 p252-57 Fall 1979 (Reprint: UMI)

Descriptors: *Curriculum Development; Curriculum Research; *Handicapped Students; Job Skills; Learning Disabilities; *Mainstreaming; Secondary Education; Teaching Techniques; *Vocabulary Development; *Vocational Education

Identifiers: *Project VITA

Describes the field testing of a series of curriculum modules designed to be used in resource rooms to provide supplemental instruction for students with mild learning handicaps who were mainstreamed into regular vocational programs. (FL)

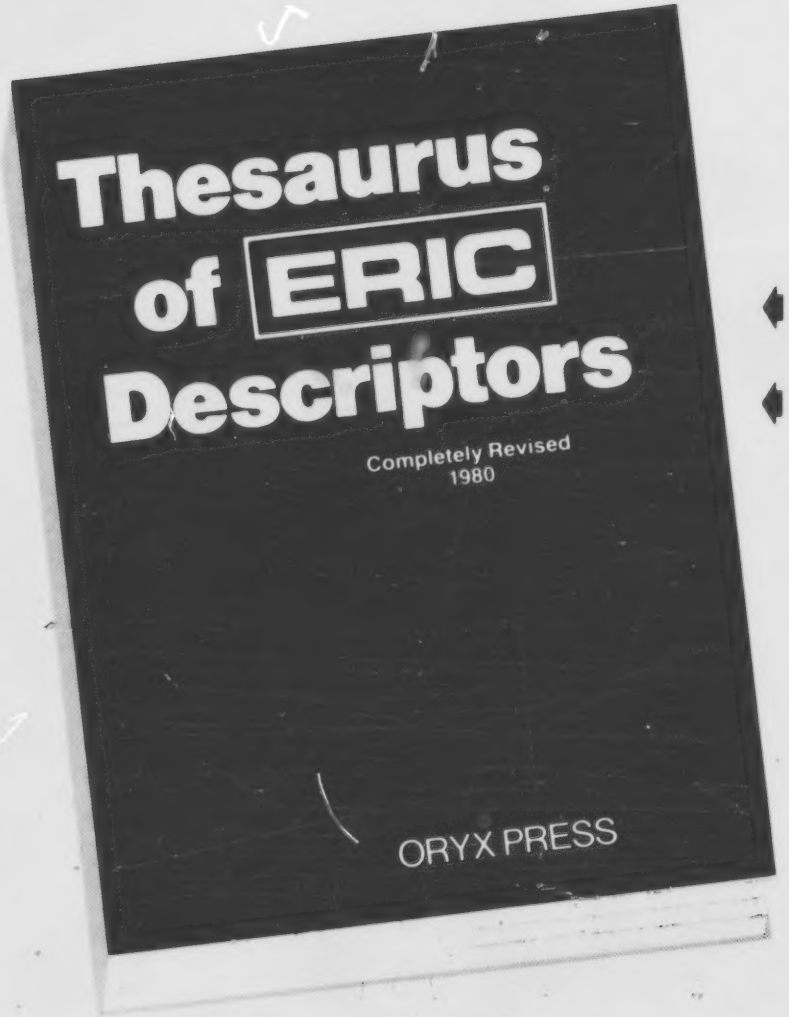

CIJE Vol. 12 No. 7 July 1980
CIJE Vol. 12 No. 8 August 1980
CIJE Vol. 12 No. 9 September 1980
CIJE Vol. 12 No. 10 October 1980
CIJE Vol. 12 No. 11 November 1980
CIJE Vol. 12 No. 12 December 1980
ERIC
Current Index to Journals in Education
CIJE
Vol. 12 No. 7-12
July-December 1980
ERIC

Both RIE and CIJE publish monthly and semi-annual volumes.

RIE Semi-Annual
Indexes Only

RIE Annual
Indexes and Resumes

CIJE Semi-Annual
Indexes Plus Resumes



- Alphabetical Descriptor Display
- Rotated Descriptor Display

ALPHABETICAL DESCRIPTOR DISPLAY

PERCEPTION *Jul. 1966*

CIJE: 1,604 RIE: 1,092

SN	The process of becoming aware of objects, qualities, or relations via the sense organs (note: use a more specific term if possible—do not confuse with "attitudes" or "opinions")
UF	Awareness
NT	Auditory Perception
	Kinesthetic Perception
	Spatial Perception
	Tactual Perception
	Visual Perception
BT	Cognitive Processes
RT	Adaptation Level Theory
	Arousal Patterns
	Attention
	Color
	Comprehension
	Discovery Processes
	Discrimination Learning
	Figural Aftereffects
	Neurological Organization
	Novelty (Stimulus Dimension)
	Paired Associate Learning
	Patterned Responses

SN	Scope Note
UF	Used For
NT	Narrower Term
BT	Broader Term
RT	Related Term

ROTATED DISPLAY

	READING	HABITS
	READING	IMPROVEMENT
INDEPENDENT	READING	
INDIVIDUALIZED	READING	
	READING	INSTRUCTION
	READING	INTERESTS
INFORMAL	READING	INVENTORIES
	READING	MATERIAL SELECTION
	READING	MATERIALS
SUPPLEMENTARY	READING	MATERIALS
MUSIC	READING	
ORAL	READING	
	READING	PROCESSES
	READING	PROGRAMS
ADULT	READING	PROGRAMS
	READING	RATE
	READING	READINESS
	READING	READINESS TESTS
RECREATIONAL	READING	
REMEDIAL	READING	

CONDUCTING A MANUAL SEARCH

1. STATE PROBLEM

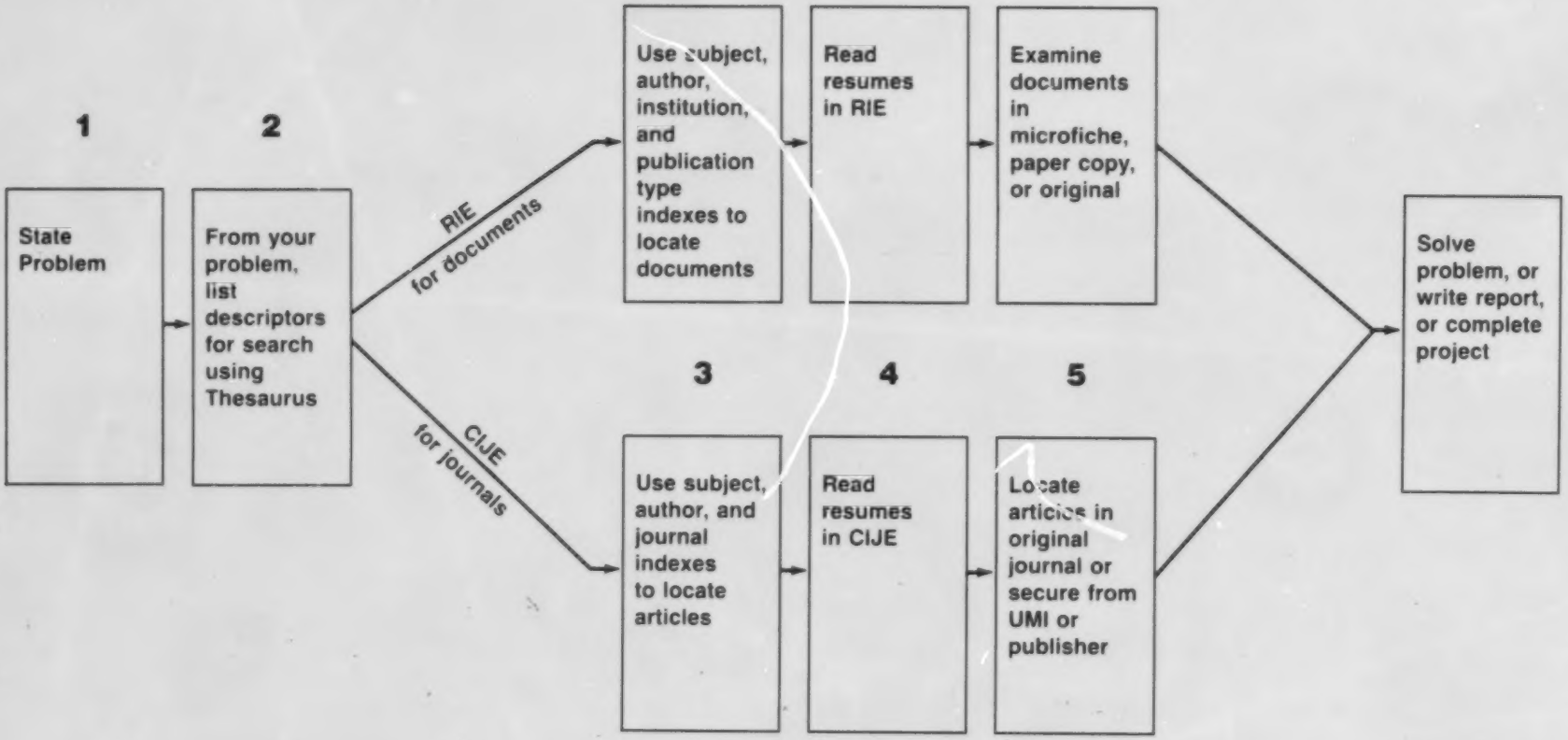
2. IDENTIFY KEY DESCRIPTORS

3. EXAMINE RIE AND CIJE

4. READ RESUMES; SELECT

5. SECURE ARTICLES AND DOCUMENTS

Locating information through ERIC is a straightforward process


1
2
State Problem
From your problem, list descriptors for search using Thesaurus
RIE for documents
CIJE for journals
3
4
5
Use subject, author, institution, and publication type indexes to locate documents
Read resumes in RIE
Examine documents in microfiche, paper copy, or original
Use subject, author, and journal indexes to locate articles
Read resumes in CIJE
Locate articles in original journal or secure from UMI or publisher
Solve problem, or write report, or complete project

PROBLEM:

What are the effects of classroom environment on disadvantaged youth in elementary schools?

Descriptors

CLASSROOM ENVIRONMENT
CLASSROOM DESIGN
CLASSROOMS
PHYSICAL ENVIRONMENT
SCHOOL ENVIRONMENT

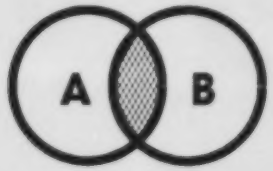
Descriptors

DISADVANTAGED YOUTH
CULTURALLY DISADVANTAGED
NEGLECTED CHILDREN

Descriptors

ELEMENTARY SCHOOLS
ELEMENTARY GRADES
ELEMENTARY EDUCATION
ELEMENTARY SCHOOL STUDENTS

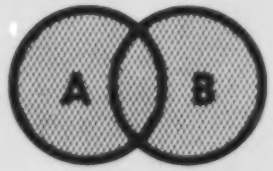
Set A = All 3rd Graders in Texas
Set B = All Mexican Americans in Texas



AND

A AND B

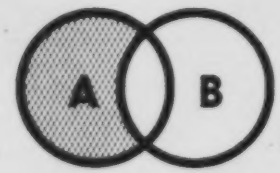
Only 3rd Grade Mexican Americans



OR

A OR B

Either in 3rd Grade or Mexican American



NOT

A NOT B

Only non-Mexican American 3rd Graders

PROBLEM:

What are the effects of classroom environment on disadvantaged youth in elementary schools?

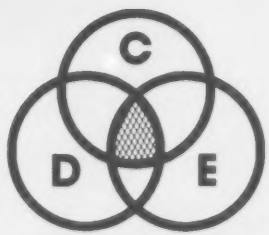
CLASSROOM ENVIRONMENT –OR– **CLASSROOM DESIGN** –OR– **CLASSROOMS** –OR– **PHYSICAL ENVIRONMENT** –OR– **SCHOOL ENVIRONMENT**

–AND–

DISADVANTAGED YOUTH –OR– **CULTURALLY DISADVANTAGED** –OR– **NEGLECTED CHILDREN**

–AND–

ELEMENTARY SCHOOLS –OR– **ELEMENTARY GRADES** –OR– **ELEMENTARY EDUCATION** –OR– **ELEMENTARY SCHOOLS STUDENTS**



MANUAL ERIC SEARCHES

ADVANTAGES

Can be conducted in any location if basic reference tools are available.

Can be conducted independently without assistance of trained specalist.

Allows for immediate identification and selection of appropriate resources.

Allows for on-the-spot revision or expansion of search problem and scope of search.

Allows for serendipitous discovery of resources that may otherwise be overlooked.

Allows for 100% relevance in documents retrieved.

DISADVANTAGES

Time consuming.

Limits scope of research—number of facets of a problem that can be researched; span of resources that can be reviewed.

Limits the number of resources that can be identified.

Coordination of facets of problem must be done by researcher.

COMPUTER ERIC SEARCHES

ADVANTAGES

Allows for the assistance of a trained specialist to define a problem in ERIC terminology.

Numerous facets of a problem can be researched simultaneously.

Can provide extensive, in-depth coverage of any and all facets of a problem.

Can coordinate facets in different combinations so that problem can be viewed from differing perspectives.

Can yield vast quantities of information in short time period.

DISADVANTAGES

Cost of service—there is a per-item charge for each listing identified. For searches yielding many listings, expense may be high.

Accessibility of service—computer searches must be conducted where facilities are available. If there are none in your area, wait-time to receive results may exceed the amount of time required for a manual search of limited scope.

Research problem statements must be translated into precise language by a trained specialist. Accurate translation may be affected by (1) your ability to communicate your problem; (2) the specialist's expertise in assisting in the process.

Computer searches yield only what is asked for. Precise definition of problem may eliminate relevant resources because of the language used in the request, while non-relevant documents may be included because of the way they are indexed.

USING INFORMATION FROM ERIC TO SOLVE EDUCATIONAL PROBLEMS:

A Resource Module for
Teacher Education

PART III

INDEPENDENT LEARNING UNIT

This part of the Module includes all the masters required for the Independent Learning Unit on ERIC.

Duplicate sections A and B for participant use

A. Participant Guide: A TEACHER'S GUIDE TO ERIC
B. Participant Assessment of the Unit

III. INDEPENDENT LEARNING UNIT

A. The following 34 masters are used to duplicate the Participant Guide, A Teacher's Guide to ERIC.

B. The last master is used to duplicate the Participant Assessment of the unit.

INDEPENDENT LEARNING UNIT

A TEACHER'S GUIDE TO ERIC®

W. Robert Houston
University of Houston

ERIC Clearinghouse On Teacher Education

American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, D.C., 20036

1981

PROSPECTUS

Characteristic of today's society is the great need for information—and the need for ready access to specific and appropriate information. This need is especially intense for educators. To meet the unique information needs in education, the U.S. Department of Education supports a nationwide, comprehensive indexing system, the *Educational Resources Information Center*, or ERIC.

Objectives

This unit is designed to assist teachers, prospective teachers, and other educators to use ERIC. Upon completing this unit, you should be able to:

1. Describe information available in three ERIC publications (*Resources in Education* [RIE], *Current Index to Journals in Education* [CIJE], and *Thesaurus of ERIC Descriptors).*

2. Conduct an ERIC manual search.

3. Describe how to work with an information specialist to complete an ERIC computer search.

Procedure

The unit can be completed in about 90 minutes. To do so, simply read the materials and complete the self-tests which follow. Answers are found immediately after each test.

THE NEED TO KNOW

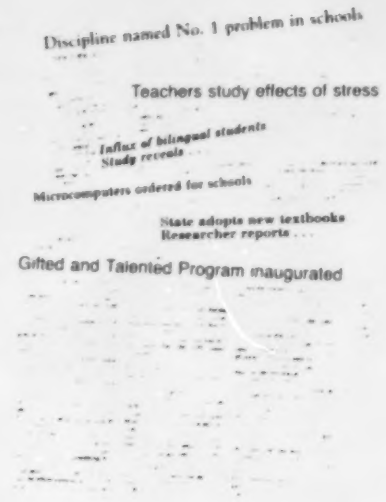
Have you ever wondered how other teachers deal with discipline problems in inner city schools? How effective *is* individualized instruction? What's happening—nationwide—in the education of exceptional children and minimum competency testing? What do the "experts" and educational researchers have to say about these trends? What do other teachers say?

Answers to these questions and many, many others are available to teachers and prospective teachers through the Educational Resources Information Center—ERIC.

You will find that ERIC can be an important resource for several reasons:

- It provides ready access to over 400,000 documents and journal articles.
- All are related to education.
- ERIC, established in the mid-1960's, restricts itself to acquiring documents that are recent and timely.
- ERIC includes many documents not published elsewhere.

Education is changing rapidly today. New programs for students, improved media, and more effective teaching methods are being developed in schools, universities, and research centers. Many are described in documents that are unavailable or unknown to most teachers, yet could be of invaluable assistance. The purpose of ERIC is to provide access to this literature.


Discipline named No. 1 problem in schools
Teachers study effects of stress
Influx of bilingual students
Study reveals
Microcomputers ordered for schools
State adopts new textbooks
Researcher reports
Gifted and Talented Program inaugurated

Education is changing

Teachers have used ERIC to learn about new classroom techniques such as simulations and educational games, research and practice in working with handicapped children, gifted and talented, dropouts, and non-English speaking residents. They have secured bibliographies on anthropology and world history resources, children's television, and Piaget.

ED 182 106
Activity Oriented Materials Developed to Help the Low Achiever Attain Basic Mathematical Competencies.

ED 182 107
It's Time to Challenge the Gifted: Some Tested Lessons, K-9.

ED 182 023
Classroom Management: Teaching Techniques and Strategies for Dealing with Discipline Problems.

ED 129 452
Arranging the Classroom for Children.

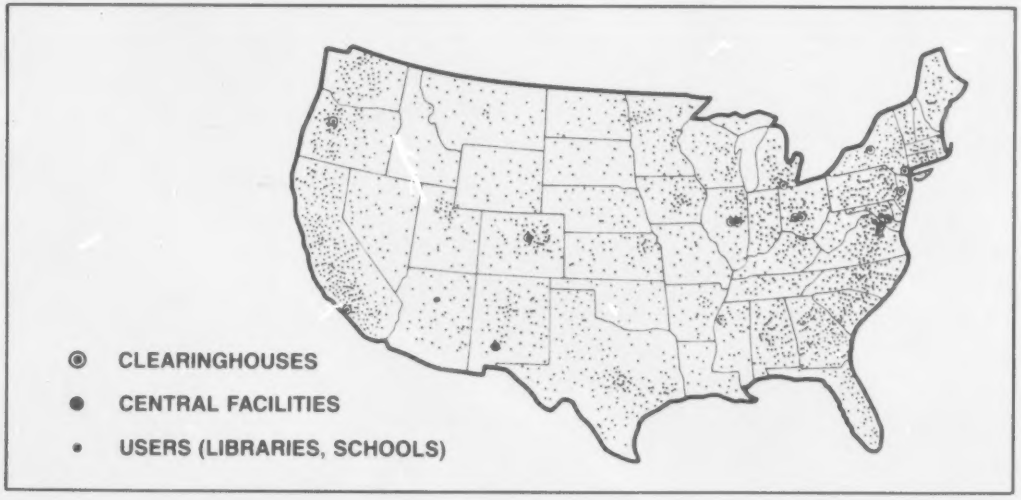
ED 165 396
Procedures for Teachers of the Severely Handicapped to Follow in Controlling Serious Behavior Problems within the Classroom. Change Episode Two.

ERIC accesses as wide range of important literature for teachers

They have secured information on legal issues such as student rights, implications of Public Law 94-142, and day care centers. Some teachers have found personal assistance in dealing with stress and burnout, in assertiveness training, and in personal and family finance.

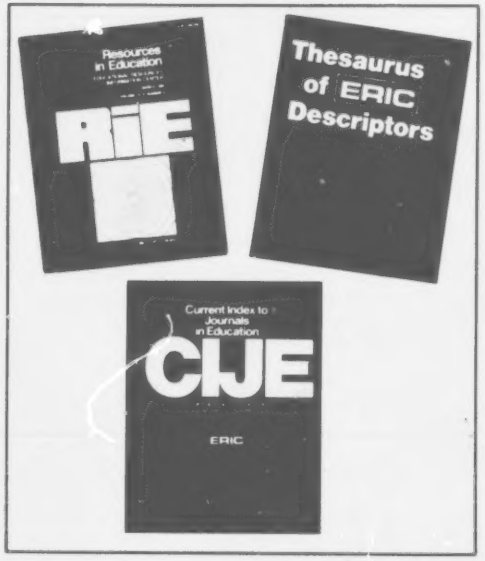
ERIC doesn't do everything, but because it is specifically devoted to the problems of educators, it is especially useful in gaining new ideas for your classroom or preparing a research paper.

ERIC is a national information system composed of Central ERIC, several special contractors, and 16 Clearinghouses that are located at universities and professional associations. Each Clearinghouse specializes in a different educational area. Each searches out pertinent documents or journal articles that are screened, abstracted, and indexed.



ERIC helps you find relevant documents through two monthly publications.

- *Resources in Education* (called RIE) includes indexes and resumes of research findings, project reports, speeches, program descriptions, and curriculum materials.
- *Current Index to Journals in Education* (CIJE) covers educational articles in about 800 major educational or education-related journals. Both RIE and CIJE are published monthly.
- A third publication is also useful, the *Thesaurus of ERIC Descriptors*. ERIC has developed a standard vocabulary with cross-referencing for consistency in indexing educational documents and journal articles. These terms, called descriptors, are found in the *Thesaurus*.



The purpose of this unit is to help you learn to use these three ERIC resources to gather information or solve educational problems. In an age that is characterized by an information explosion, such a resource is especially helpful to teachers whose available time is very limited. You, like other educators, will find that ERIC can assist in solving even your knottiest problems.

Now, let's check on progress. Complete Self-Test Number 1, then check your answers with those printed at the end of the test.

SELF-TEST Number 1

1. Match the ERIC document with its appropriate use.

_____	RIE	a. Guide to journal articles
_____	CIJE	b. List of ERIC decriptors
_____	*Thesaurus*	c. Includes resumes of unpublished documents

2. RIE and CIJE are published

_____ a. Weekly

_____ b. Monthly

_____ c. Annually

3. ERIC generally does not accession certain types of resources. Mark the resources listed below that you would expect to find in ERIC files.

_____ a. Journal articles about education

_____ b. Journal articles about the substance political science (not political science education)

_____ c. Audio-visual resources (e.g., films, film strips)

_____ d. Education conference reports

_____ e. Educational research final reports

_____ f. Educational dissertations

_____ g. Advertising or promotional material

_____ h. Catalogs

_____ i. Legislation in progress

_____ j. Final reports of federal projects

ANSWERS to SELF-TEST Number 1:

1. c RIE; b CIJE; a *Thesaurus*.

2. Monthly, although as we shall learn, cumulative volumes are published for both RIE and CIJE.

3. ERIC annotates many documents, including a, d, e, and j; ERIC *generally* does not accession b, c, f, g, h, or i. There are exceptions; some dissertations and congressional proceedings or bills are included in RIE, for example.

RESOURCES IN EDUCATION (RIE)

The first ERIC publication we will explore in *Resources in Education*, usually referred to as RIE. RIE is a guide to documents such as descriptions of educational programs, conference papers, research reports, curriculum materials, and other educational resources.

Each issue of RIE includes about 1,200 resumes of documents and four indexes.

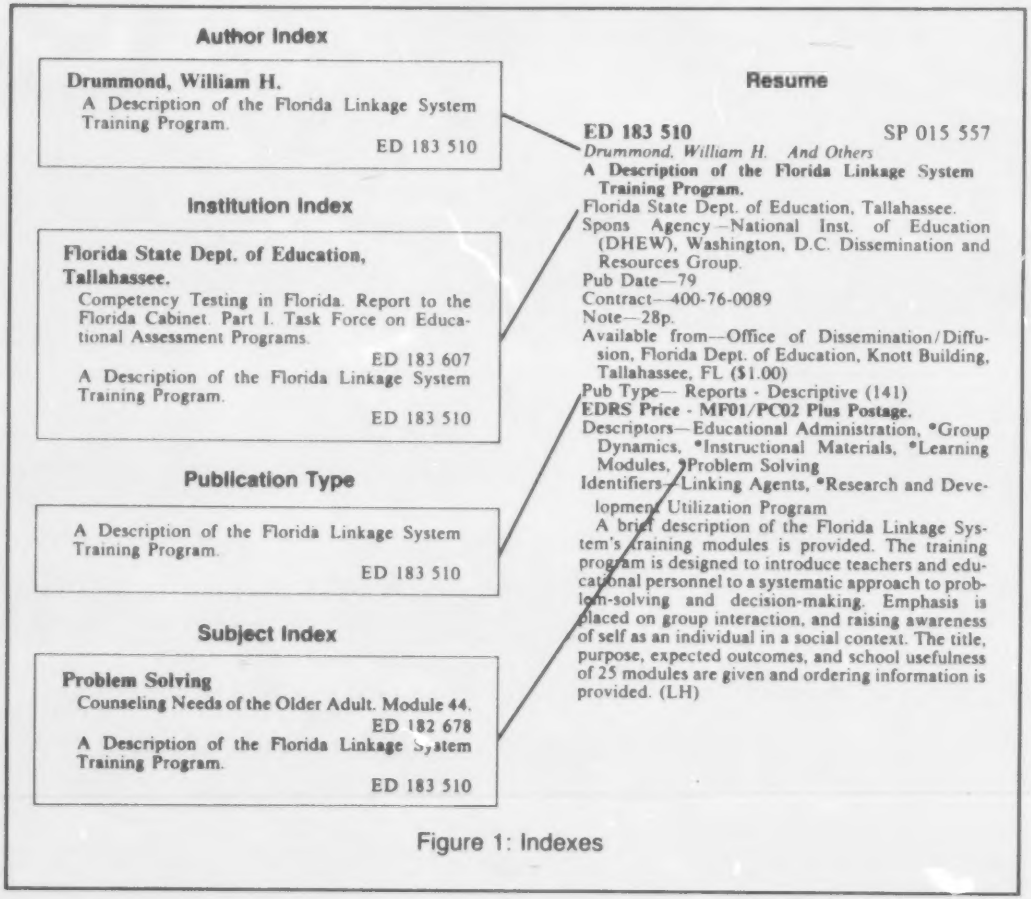

Author Index
Drummond, William H.
A Description of the Florida Linkage System Training Program.
ED 183 510
Institution Index
Florida State Dept. of Education, Tallahassee.
Competency Testing in Florida. Report to the Florida Cabinet. Part I. Task Force on Educational Assessment Programs.
ED 183 607
A Description of the Florida Linkage System Training Program.
ED 183 510
Publication Type
A Description of the Florida Linkage System Training Program.
ED 183 510
Subject Index
Problem Solving
Counseling Needs of the Older Adult. Module 44.
ED 182 678
A Description of the Florida Linkage System Training Program.
ED 183 510
Resume
ED 183 510 SP 015 557
Drummond, William H. And Others
A Description of the Florida Linkage System Training Program.
Florida State Dept. of Education, Tallahassee.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.
Pub Date—79
Contract—400-76-0089
Note—28p.
Available from—Office of Dissemination/Diffusion, Florida Dept. of Education, Knott Building, Tallahassee, FL ($1.00)
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Administration, *Group Dynamics, *Instructional Materials, *Learning Modules, *Problem Solving
Identifiers—Linking Agents, *Research and Development Utilization Program
A brief description of the Florida Linkage System's training modules is provided. The training program is designed to introduce teachers and educational personnel to a systematic approach to problem-solving and decision-making. Emphasis is placed on group interaction, and raising awareness of self as an individual in a social context. The title, purpose, expected outcomes, and school usefulness of 25 modules are given and ordering information is provided. (LH)

Figure 1: Indexes

Excerpts from the four indexes are illustrated below for a resume. Please note the relation between items in the resume and the indexes.

Each resume provides detailed information on a document. Examine the resume in Figure 2 and compare it with the description which follows.

Each document in ERIC is given two numbers.

ERIC Clearinghouse Accession Number When the document is first received, the Clearinghouse processing it gives it an accession number. In this resume, the SP identifies the Clearinghouse on Teacher Education which entered this document in ERIC.

ERIC Document Number is ED 183 510. Resumes from all 16 Clearinghouses are listed sequentially by ED number in RIE. Therefore, this is the most important number for users to remember when referencing ERIC documents.

Authors of this document are William Drummond and others.

Title is "A Description of the Florida Linkage System Training Program."

Institutional Source, the organization originating the document, is the Florida State Dept. of Education, Tallahassee. The **Sponsoring Agency,** National Institute of Education, sponsored or funded the document. **Date of Publication** is followed by

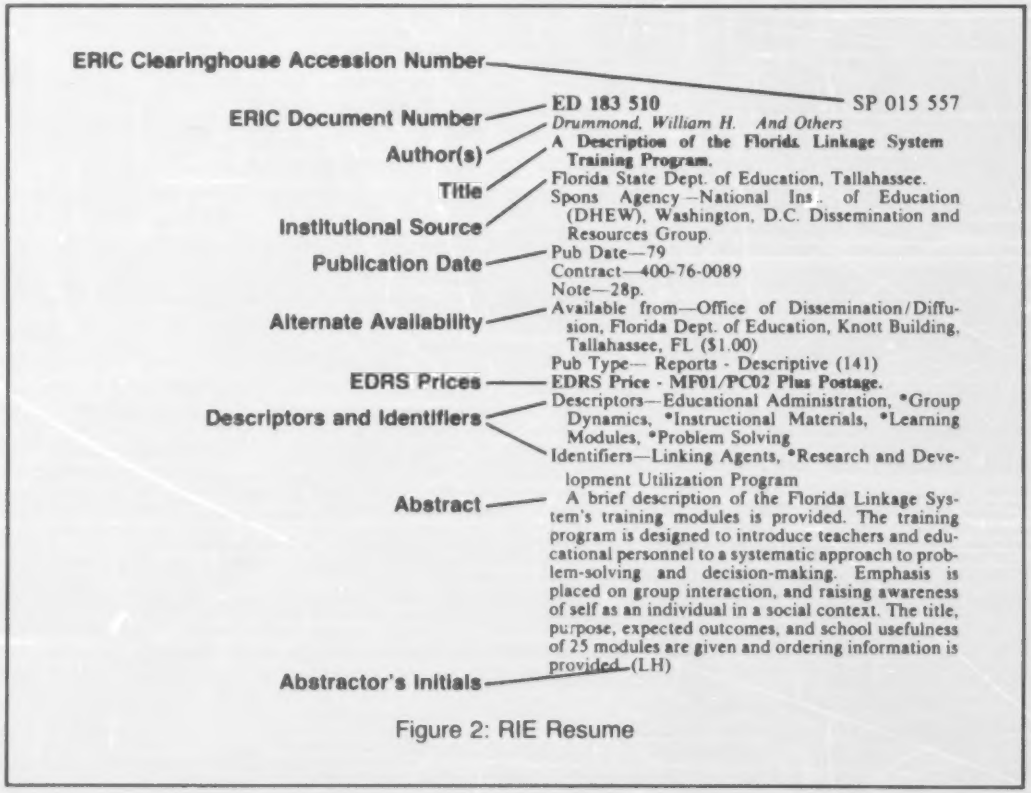

ERIC Clearinghouse Accession Number
SP 015 557
ERIC Document Number
ED 183 510
Author(s)
Drummond, William H. And Others
Title
A Description of the Florida Linkage System Training Program.
Institutional Source
Florida State Dept. of Education, Tallahassee.
Spons Agency—National Ins. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.
Publication Date
Pub Date—79
Contract—400-76-0089
Note—28p.
Alternate Availability
Available from—Office of Dissemination/Diffusion, Florida Dept. of Education, Knott Building, Tallahassee, FL ($1.00)
Pub Type— Reports - Descriptive (141)
EDRS Prices
EDRS Price - MF01/PC02 Plus Postage.
Descriptors and Identifiers
Descriptors—Educational Administration, *Group Dynamics, *Instructional Materials, *Learning Modules, *Problem Solving
Identifiers—Linking Agents, *Research and Development Utilization Program
Abstract
A brief description of the Florida Linkage System's training modules is provided. The training program is designed to introduce teachers and educational personnel to a systematic approach to problem-solving and decision-making. Emphasis is placed on group interaction, and raising awareness of self as an individual in a social context. The title, purpose, expected outcomes, and school usefulness of 25 modules are given and ordering information is provided. (LH)
Abstractor's Initials

Figure 2: RIE Resume

the **Contract** or grant number of the sponsoring agency. In this case, the NIE contract was number 400-76-0089.

Notes include the length of the document (28 pages), list of any related documents, and other relevant information.

Alternate Availability includes the source and cost of obtaining the original document. This document can be purchased from the Office of Dissemination/Diffusion, Florida Department of Education, Knott Building, Tallahassee for $1.00.

Publication Type indicates the source and type of document (e.g., books, reference materials, reports, speeches, and tests). Here it is a descriptive report, which is classified as number 141 of the publication types.

EDRS Prices. The ERIC Document Reproduction Service (EDRS) is the principal source of most documents listed in RIE. EDRS furnishes documents in two ways.

1. Microfiche, a 4" x 6" transparent sheet of film containing up to 96 reduced pages. A microfiche reader is used to enlarge the images.
2. Full-size paper copies made from the microfiche.

To find the cost of a microfiche of this document, look up MF01 on the EDRS Order Form which is in a current issue of RIE. For paper copies, find the cost of PC02 on the same Order Form. Paper copies can be reproduced from the microfiche by most institutions holding ERIC collections.

Descriptors and Identifiers are two forms of indexing terms in ERIC. Descriptors are included in the controlled vocabulary of the *Thesaurus of ERIC Descriptors*. Identifiers are additional words and terms which may be useful in locating a document or terms with specialized meanings. Identifiers include proper names of people, tests, geographical locations, projects, and organizations.

Some descriptors and identifiers are preceded by as erisks (*). These represent the most important concepts in the document, and are called the *major* descriptors and identifiers. These are included in the RIE Subject Index. Can you name the five major descriptors and identifiers for this resume?

Abstract is the final part of the resume. Abstracts are less than 200 words long and are intended to provide adequate information for you to determine the usefulness of the document. The **Abstractor's Initials** at the end of the resume are those of the person writing the resume (LH in this case).

CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE)

To locate materials in journals, we turn to ERIC's second major publication, the *Current Index to Journals in Education*, usually referred to as CIJE. Relevant articles from about 800 journals are indexed in CIJE. Like RIE, CIJE includes *Subject* and *Author Indexes*. Unlike RIE, there is no *Institution Index*. Instead, there is a *Journal Contents Index* which contains an alphabetical listing of journals reviewed in a particular issue of CIJE and, under each entry, the titles of articles indexed from each journal. Journal articles are located in CIJE through these three indexes:

- Subject Index
- Author Index
- Journal Contents Index

Resumes provide greater detail about each article. Examine the CIJE resume in Figure 3. In what ways does it differ from an RIE resume?

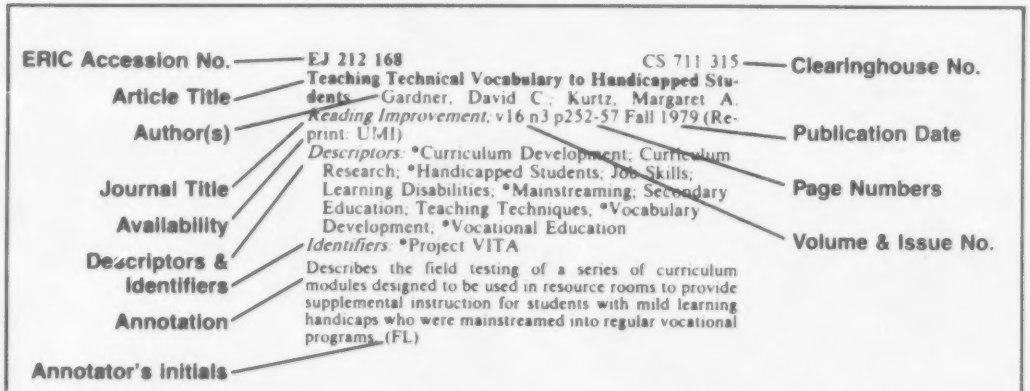

ERIC Accession No.
EJ 212 168
CS 711 315
Clearinghouse No.
Article Title
Teaching Technical Vocabulary to Handicapped Students.
Author(s)
Gardner, David C.; Kurtz, Margaret A.
Journal Title
Reading Improvement; v16 n3 p252-57 Fall 1979 (Reprint: UMI)
Publication Date
Availability
Descriptors: *Curriculum Development; Curriculum Research; *Handicapped Students; Job Skills; Learning Disabilities; *Mainstreaming; Secondary Education; Teaching Techniques; *Vocabulary Development; *Vocational Education
Page Numbers
Descriptors & Identifiers
Identifiers: *Project VITA
Volume & Issue No.
Annotation
Describes the field testing of a series of curriculum modules designed to be used in resource rooms to provide supplemental instruction for students with mild learning handicaps who were mainstreamed into regular vocational programs. (FL)
Annotator's Initials

Figure 3: CIJE Resume

ERIC Journal Numbers are coded EJ (here EJ 212 168) and, like ED numbers, are important in using CIJE. Resumes are listed sequentially by EJ number in CIJE and are found in the front of each issue in the "Main Entry" section.

Clearinghouse No. identifies the original accession number of the Clearinghouse responsible for the resume (CS identifies the Clearinghouse on Reading and Communication Skills).

Article Title, its **Author(s),** the **Journal Title** in which the article originally appeared, the Journal's **Volume and Issue Number, Page Numbers** of the article, and **Publication Date** are included in the bibliographic citation of the resume.

Availability. Reprints of articles in many journals are available from University Microfilms International. Availability is indicated by the initials *UMI*, as in this resume.

Copies of journal articles are not available directly from ERIC or CIJE. If you want to read the full text of an article, (a) locate the journal in the nearest library, (b) order a reprint from the publisher, or (c) order a reprint from UMI.

Descriptors and Identifiers. Descriptors, as in RIE, refer to terms included in the *Thesaurus of ERIC Descriptors* while Identifiers are other words or terms necessary to describe the article's contents.

Annotations in CIJE are shorter than RIE abstracts, and are limited to 50 words.

In addition to monthly issues, both CIJE and RIE publish cumulative volumes. CIJE semi-annual volumes include both indexes and resumes; RIE semi-annual volumes include only the indexes. RIE also publishes an annual volume which includes resumes as well as indexes.

CIJE and RIE are the two major sources of information on educational documents and journal articles.

THESAURUS OF ERIC DESCRIPTORS

The third resource, *Thesaurus of ERIC Descriptors*, provides a controlled vocabulary which simplifies ERIC searches. The Completely Revised Edition, published in 1980, organizes ERIC descriptors in four displays. Two are used regularly by persons making ERIC searches—the Alphabetical Descriptor Display and the Rotated Descriptor Display.

Alphabetical Descriptor Display

The Alphabetical Descriptor Display lists descriptors in alphabetical order using boldface capital letters. One descriptor, PERCEPTION, is illustrated in Figure 4. Note that considerable information related to PERCEPTION is listed. What does it mean? How can it help you better use ERIC to solve problems?

Examine the information for the descriptor, PERCEPTION. This descriptor was used first by ERIC in July, 1966. Since then, 1,604 articles have been indexed in CIJE using this descriptor and 1,092 documents have been indexed in RIE. Several aids help in locating the most appropriate descriptors to use in the search.

SN **Scope Note,** which defines the descriptor.

UF **Used For,** terms (such as Awareness) that are synonyms for the descriptor, but are not descriptors themselves.

NT **Narrower Term** (Auditory Perception, for example, which is a specific instance of Perception.)

BT **Broader Term** (Cognitive Processes are broader as they involve not only perception but other forms of cognition.)

PERCEPTION *Jul 1966*
CIJE 1,604 RIE 1,092

SN The process of becoming aware of objects, qualities, or relations via the sense organs (note: use a more specific term if possible -- do not confuse with "attitudes" or "opinions")
UF Awareness
NT Auditory Perception
Kinesthetic Perception
Spatial Perception
Tactual Perception
Visual Perception
BT Cognitive Processes
RT Adaptation Level Theory
Arousal Patterns
Attention
Color
Comprehension
Discovery Processes
Discrimination Learning
Figural Aftereffects

Figure 4: Alphabetical Display in CIJE

RT **Related Term** (Adaptation Level Theory is neither broader nor narrower than Perception but is related to it and could be useful in locating documents or articles.

Examining some of these terms may suggest additional descriptors that might be helpful in your ERIC search.

Rotated Descriptor Display

The second often-used section of the *Thesaurus* is the Rotated Descriptor Display. This lists descriptors alphabetically with each word (in each term) arranged alphabetically down the center of the column. This orgnization helps find related terms, since conceptually-related terms

```
                READING HABITS
                READING IMPROVEMENT
  INDEPENDENT   READING
INDIVIDUALIZED  READING
                READING INSTRUCTION
                READING INTERESTS
     INFORMAL   READING INVENTORIES
                READING MATERIAL SELECTION
                READING MATERIALS
SUPPLEMENTARY   READING MATERIALS
        MUSIC   READING
          ORAL  READING
                READING PROCESSES
                READING PROGRAMS
        ADULT   READING PROGRAMS
                READING RATE
                READING READINESS
                READING READINESS TESTS
RECREATIONAL    READING
```

Figure 5: Rotated Descriptor Display

may not be close together in a regular alphabetical display.

A good example of this is the listing of descriptors containing the word READING. If you consult only the Alphabetical Display under READING, you would miss all those descriptors not beginning with R (such as INDEPENDENT READING, INFORMAL READING INVENTORIES, and ORAL READING).

Thus far, we have reviewed the three major ERIC publications—RIE, CIJE, and the *Thesaurus*. Knowing how to use them effectively opens new opportunities for tapping a vast storehouse of innovative educational ideas. Test your knowledge of them with Self-Test Number 2. You may also wish to examine copies of these publications.

SELF TEST Number 2

1. RIE and CIJE contain several indexes. Circle RIE and/or CIJE if a particular index is included.

Index	Found in	
Subject Index	RIE	CIJE
Author Index	RIE	CIJE
Institution Index	RIE	CIJE
Journal Contents Index	RIE	CIJE
Publication Type	RIE	CIJE

2. Semi-annual cumulative issues of RIE include indexes only. True or False?
3. Semi-annual cumulative issues of CIJE include both indexes and resumes. True or False?
4. ERIC provides copies of most journal articles indexed in CIJE. True or False?
5. ERIC provides copies of most documents indexed in RIE. True or False?
6. EJ stands for "ERIC Journal" while ED represents "ERIC Document." True or False?

ANSWERS:

1. Subject Index—RIE and CIJE; Author Index—RIE and CIJE; Institution Index—RIE only; Journal Contents Index—CIJE only; Publication Type—RIE only.
2. True. 3. True.
4. False, they are available in the original journal and, for the most part, from University Microfilms International (UMI).
5. True. 6. True.
7. Refer to text. (a.) AERA meeting, Boston, on April 7-11, 1980; (b.) $.83; (c.) Major descriptor. The asterisk is used also to designate major identifiers, both of which are included in Subject indexes of RIE and CIJE.
8. Refer to text. (a.) ERIC Clearinghouse on Handicapped and Gifted Children.
9. SN—Scope Notes; UF—Used For; NT—Narrower Term; BT—Broader Term; RT—Related Term

7. What is the meaning of each part of the following RIE resume.

ED 184 679 PS 011 318

Waller, Suzanne P. Waller, Michael I.

A Multi-Dimensional Approach to Successful Early Childhood Intervention.

Pub Date—Apr 80

Note—45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980)

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Disadvantaged Youth, Early Childhood Education, *Family School Relationship, Home Visits, *Individual Instruction, Intervention, Longitudinal Studies, *Parent Participation, Preschool Children, *Program Effectiveness, *Success

Identifiers—*Multiple Model Preschool Program

This paper presents the design, underlying theory, and primary outcomes of the Multiple Model Preschool Program (MMPP), a three-year longitudinal early childhood intervention program which focused simultaneously on the three dimensions of parental involvement, home-school relations, and individualized education. In both homes and schools at three different geographic sites, the MMPP examined the effects of a multi-dimensional program on the growth of 134 low-income children identified at age three as potential academic high-risks. Results in the area of cognitive functioning of the children, as measured by a battery of standardized aptitude and achievement tests, revealed significant gains of a magnitude which supports the MMPP approach as a fruitful one for increasing the likelihood of academic success for this population. (Author)

a. Where and when was this paper presented? _____

b. What would a microfiche of this document cost from EDRS? ___

(Que: Look at sample order form on page 14.)

c. What does this asterisk mean? _____

8. Identify the meaning of each part of the following CIJE resume.

EJ 212 454 EC 120 822

Verbal Test Performance of Superior High School Students: 1965-1976. Colangelo, Nick; Ogburn-Colangelo, M. Kay. *Journal for the Education of the Gifted*; v2 n4 p193-201 Sum 1979

Descriptors—Exceptional Child Research; *Gifted; High School Students; Secondary Education; *Trend Analysis; *Verbal Tests

The article presents a trend analysis of test scores (1965-1976) among superior high school students on the Wisconsin Inventory for Talented Students-Verbal. Performance on the verbal test among superior ninth grade (N=458) and eleventh grade (N=423) students has declined over the past 12 years. (Author)

a. Which Clearinghouse entered this article in ERIC? _____

(Que: Use Clearinghouse list in back of this unit.)

9. What is the meaning of the following terms used in the *Thesaurus of ERIC Descriptors*?

SN _____ BT _____

UF _____ RT _____

NT _____

SOLVING PROBLEMS/SEEKING INFORMATION

How can the ERIC resources be used to solve your problems as a classroom teacher or to provide needed information? Read these three vignettes of how teachers used and were aided by ERIC.

- A high school economics teacher wanted to make his course more meaningful to his students through a career-exploration unit. He stated his needs in this way: "How can I design a six-week unit on career exploration that is activity-centered and reality-based?" Using the descriptor "Career," he found more than 100 documents in a single month's issue of RIE, two of which he ordered, read, and used in designing his unit (ED 183 926, "Community-Based Learning: Instructional Information for Developing and Implementing Community-Based Learning Programs for Career Development in Secondary Schools;" and ED 183 920, "Dickinson High School Career Awareness: Nine Week Mini-unit").

- With the influx of Spanish-speaking students, a rural school in Arizona initiated an ERIC search, using as problem questions, "What are other school districts doing to teach bilingual students? What curriculum materials are available? Are there any special student needs other than language that we should be concerned with?" Several ERIC searches were conducted to gather information on these questions, resulting in a wealth of ideas, lists, resources, and research by schools and universities that formed the basis for a bilingual program that was unique to the community but based on a wealth of experience.

- A third-grade teacher was concerned about her low-achieving mathematics pupils. Her methods and materials did not seem to motivate the children nor result in increased learning. It was a frustrating time. Her problem was, "What can I do to increase mathematics comprehension of my students?" An ERIC search turned up a 63-page document developed by teachers and filled with ideas, activities, and materials she could use. She has already adapted some of these and marked others for future use.

We can draw two conclusions from these illustrative situations: (1) ERIC is helpful to teachers in solving a wide range of problems, and (2) the first step in the process is defining the problem.

These are two basic ways to use ERIC, each of which will be described in the next section. In one, we search for documents ourselves (called a *manual search*); in the other method, an information specialist helps us complete a *computer search*.

A search of the ERIC information base is similar to any literature research project: it can be conducted systematically and thoroughly and yield useful, organized information or it can be conducted in a sloppy, haphazard manner with sloppy, haphazard results. ERIC is organized so that a systematic, thorough search is possible and relatively easy to do, provided a few common-sense steps are carried out.

CONDUCTING A MANUAL SEARCH

To illustrate a manual search, let's take a topic teachers generally indicate is one of their most persistent and pesky problems—classroom discipline. What does ERIC offer with regard to this problem? Follow these 5 steps.

1. State Problem

Define the problem. This is usually stated as a question. Attempt to be precise. It often helps to think of concepts or key variables to be used in the search.

Problem Statement

> What can I do to improve discipline in my fifth grade class?

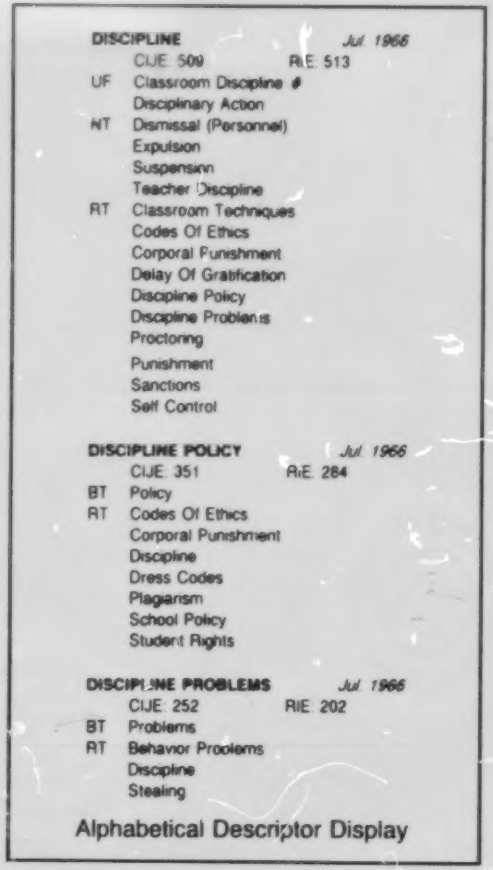
(key variables are underlined.)

2. Identify Key Descriptors

Use the *Thesaurus of ERIC Descriptors* to identify key terms for the search.

The Alphabetical Descriptor Display includes "Discipline" as one descriptor. If additional search terms are needed, use narrower terms (NT), or related terms (RT), or turn to other descriptors such as "Discipline Policy" and "Discipline Problems."

The Rotated Descriptor Display often suggests additional descriptors to use in the search.

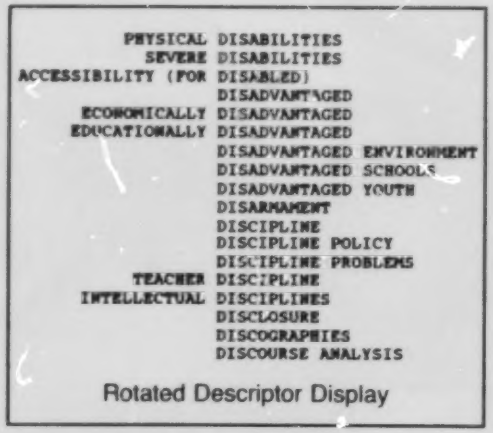


DISCIPLINE *Jul 1966*
CIJE: 509 RIE: 513
UF Classroom Discipline #
Disciplinary Action
NT Dismissal (Personnel)
Expulsion
Suspension
Teacher Discipline
RT Classroom Techniques
Codes Of Ethics
Corporal Punishment
Delay Of Gratification
Discipline Policy
Discipline Problems
Proctoring
Punishment
Sanctions
Self Control

DISCIPLINE POLICY *Jul 1966*
CIJE: 351 RIE: 284
BT Policy
RT Codes Of Ethics
Corporal Punishment
Discipline
Dress Codes
Plagiarism
School Policy
Student Rights

DISCIPLINE PROBLEMS *Jul 1966*
CIJE: 252 RIE: 202
BT Problems
RT Behavior Problems
Discipline
Stealing

Alphabetical Descriptor Display



PHYSICAL DISABILITIES
SEVERE DISABILITIES
ACCESSIBILITY (FOR DISABLED)
DISADVANTAGED
ECONOMICALLY DISADVANTAGED
EDUCATIONALLY DISADVANTAGED
DISADVANTAGED ENVIRONMENT
DISADVANTAGED SCHOOLS
DISADVANTAGED YOUTH
DISARMAMENT
DISCIPLINE
DISCIPLINE POLICY
DISCIPLINE PROBLEMS
TEACHER DISCIPLINE
INTELLECTUAL DISCIPLINES
DISCLOSURE
DISCOGRAPHIES
DISCOURSE ANALYSIS

Rotated Descriptor Display

3. Examine RIE and CIJE for Appropriate Documents and Journal Articles

Consult the *Subject Index* in recent monthly issues of RIE for current documents listed under "Discipline" and other applicable descriptors you have selected. *Also*, check the cumulative indexes to RIE using these same descriptors.

Discipline

Classroom Management in the Social Studies Class. How to Do It Series, Series 2, No. 7.
ED 175 419

Discipline, Discrimination, Disproportionality and Discretion. A Legal Memorandum.
ED 177 721

The Forum: A Publication of the Department of Studies in Education, Volume 1, Number 1, Spring, 1979
ED 178 478

Student Discipline: Practical Approaches.
ED 177 691

Styles of Parental Disciplinary Practices As a Mediator of Children's Learning from Antisocial Television Portrayals.
ED 178 094

RIE Subject Index

Extend your search to journals by examining both monthly and cumulative issues of CIJE.

Discipline

Listening to Reason: Children's Attentiveness and Parental Discipline. *Merrill Palmer Quarterly*, v25 n4 p291-94 Oct 1979
EJ 212 929

You Can Do It! Discipline. *Instructor*, v89 n2 p106-08,110,112 Sep 1979
EJ 213 028

Open Education and Pupil Control Ideologies of Teachers. *Journal of Educational Research*, v73 n1 p45-49 Sep-Oct 1979
EJ 213 556

Discipline Problems

"Mark Is a Fine Young Man." *Independent School*, v38 n4 p33-36 May 1979
EJ 211 998

Sex Differences in Response to Simulated Employee Discipline Cases. *Personnel Psychology*, v32 n3 p539-50 Fall 1979
EJ 212 067

The Relationship between Student Victories in the Courts and Student Violence in the Schools. *Contemporary Education*, v50 n4 p226-30 Sum 1979
EJ 213 502

Classroom Discipline: Where Are We Now? *Education*, v100 n2 p134-37 Win 1979
EJ 214 886

CIJE Subject Index

List the ED numbers from RIE and the EJ numbers in CIJE of potentially appropriate documents and articles.

4. Read Resumes of Documents and Journal Articles

Use the ED numbers to find the RIE resumes in the Resume section of RIE volumes . . .

ED 177 691 EA 012 182
Student Discipline: Practical Approaches.
National School Boards Association, Washington, D.C.
Report No.—NSBA-RR-1979-2
Pub Date—79
Note—34p.
Available from—National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, D.C. 20007 ($7.50; quantity discounts; shipping and handling charges will be added to billed orders)
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Community Involvement, *Discipline, *Discipline Policy, Elementary Secondary Education, *Instructional Improvement, *Program Descriptions
This report covers trends in discipline policies and policy-making and alternative and innovative

RIE Resume

And EJ numbers to locate annotations of journal articles in both monthly and cumulative issues of CIJE.

EJ 213 828 PS 508 010
You Can Do It! Discipline. Canter, Lee *Instructor*; v89 n2 p106-08,110,112 Sep 1979 (Reprint: UMI)
Descriptors: *Assertiveness; *Discipline; Discipline Problems; Elementary Education; *Elementary School Teachers; Guidelines; *Teacher Attitudes
Discusses classroom discipline and presents suggestions on how teachers can become more assertive in their classrooms. (CM)

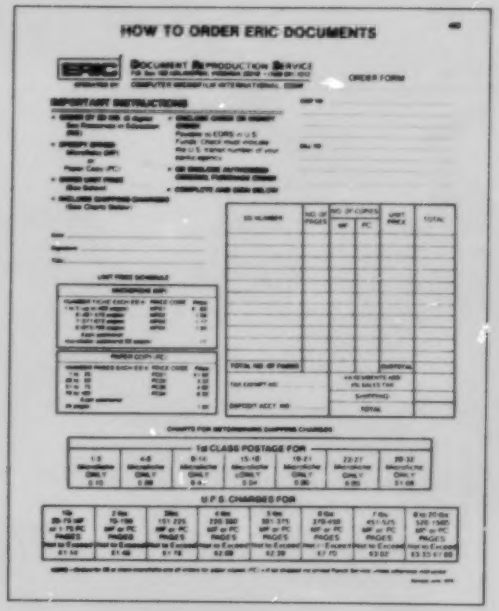
CIJE Resume

5. Finally, Secure Articles and Documents

If you want to read the full text of the *RIE document*, you have several options.

(1) Order microfiche from EDRS using the ED number

(2) Order paper copy from EDRS


HOW TO ORDER ERIC DOCUMENTS

(3) Read microfiche at any convenient ERIC collection

(4) Reproduce paper copies of individual microfiche pages at the nearest ERIC collection

(5) Order the document from its original source

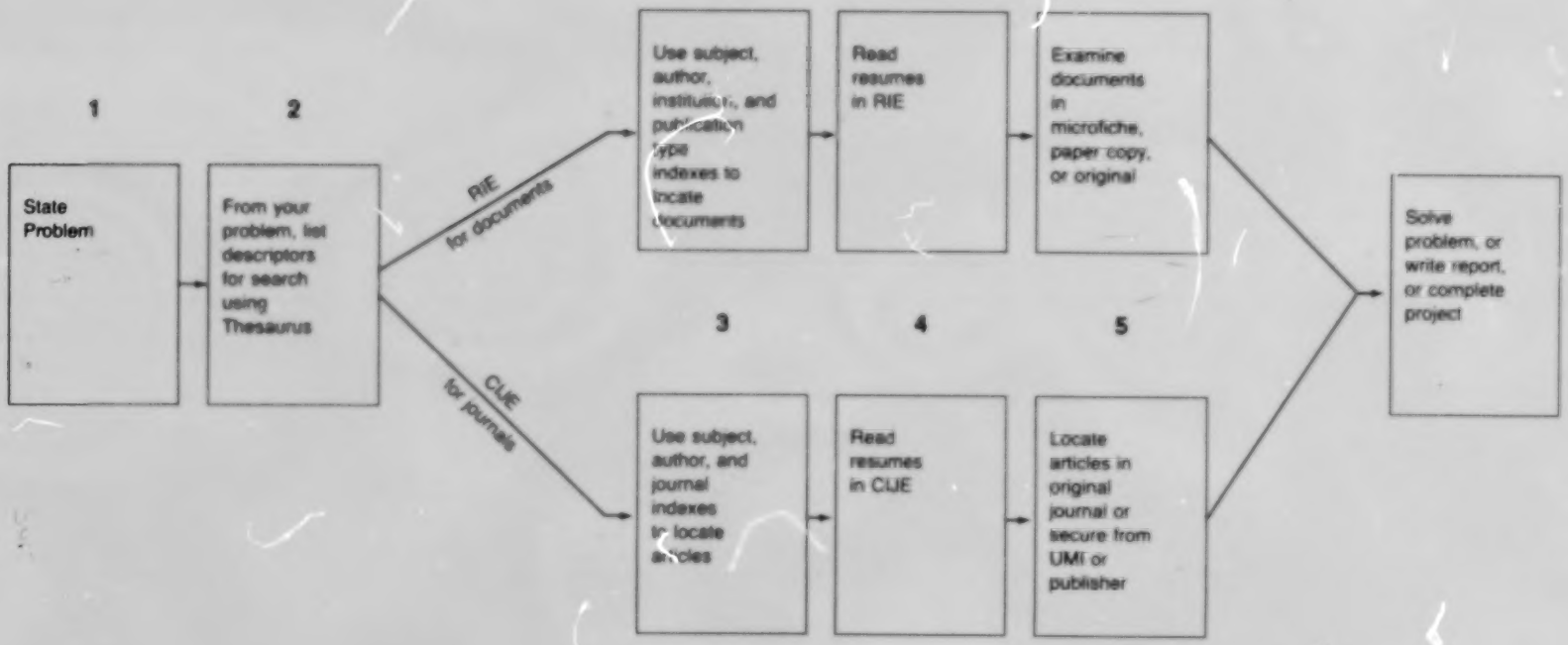
To read the full text of an article identified in CIJE, you have three options.

(1) Locate Journal in the nearest library.

(2) Order reprints from journal publisher.

(3) Order reprints from University Microfilms International if UMI is indicated on the resume.

Here is another way to conceptualize a manual ERIC search.


1
2
State Problem
From your problem, list descriptors for search using Thesaurus
RIE for documents
CIJE for journals
Use subject, author, institution, and publication type indexes to locate documents
Use subject, author, and journal indexes to locate articles
3
Read resumes in RIE
Read resumes in CIJE
4
Examine documents in microfiche, paper copy, or original
Locate articles in original journal or secure from UMI or publisher
5
Solve problem, or write report, or complete project

NEGOTIATING A COMPUTER SEARCH

Computer searches provide a viable alternative to manual searches. In some cases, a computer search is necessry, such as when the question has several dimensions. An example of a multifaceted problem is "What are the effects of Public Law 94-142 on bilingual children in elementary schools?" There are three aspects of the question: PL 94-142, bilingual children, and elementary schools. Using a manual search to locate documents which deal *specifically* with this question would be time consuming and difficult.

Computer searches typically are completed by a trained information specialist. In this section of the unit, you will *not* learn to conduct a computer search, but you *will* learn to work with a computer search analyst who actually completes the ERIC search.

We will explore, first, how to define a problem; then, we will learn how to work with the computer search analyst who is making the search for us; and finally, we will work through a search using DISCIPLINE as our topic area.

Defining the Problem

Just as with manual searches, the first and most important step in a computer search is defining the problem. The more specifically the topic is defined, the more easily it can be researched and the more useful the information obtained from the search is likely to be.

Two rules can help define a topic or problem more specifically.

1. Think about the facets of the topic that are of particular interest to you. If discipline is your area of interest, ask yourself questions about the topic such as:

   "*Why* is discipline of interest or concern to me?"

   "*What* particular aspects of discipline am I interested in?"

   "*Who* or *what* specific population stimulated my interest?"

2. Write a complete statement or question on the topic or problem on which the ERIC search is to be conducted.

Conducting the Search

Hundreds of agencies, institutions, and universities throughout the world are equipped to conduct ERIC computer searches. These are listed in the *Directory of ERIC Search Services*, available free from an ERIC facility. Your first responsibility is to locate the nearest such service.

A computer search analyst will help in defining your problem, translating it into descriptors to be used in the search, and conducting the computer search. Discussing the search with the analyst in person or by telephone generally leads to more satisfactory results

Scenario of a Search

A fifth grade teacher was concerned with classroom discipline. The problem statement was as follows:

> What can I do to improve the discipline in my fifth grade class?

He wondered how many documents were related to each of these variables. The computer was asked to provide the number for the descriptors, Discipline, Discipline Policy, and Discipline Problems. The printout was

1,109 documents	DISCIPLINE
664 documents	DISCIPLINE POLICY
469 documents	DISCIPLINE PROBLEMS
1,898 documents	DISCIPLINE or DISCIPLINE POLICY or DISCIPLINE PROBLEMS

Some of these documents were indexed under more than one descriptor. How do we know? (1,109 + 664 + 469 = 2,232; however, the last statement tells us that there were only 1,898 documents in all.)

Recall that Major Descriptors describe important concepts in a document. Unless otherwise directed, computer searches will identify documents that are classified by both major and minor descriptors. To further limit the search, the teacher asked how many documents had DISCIPLINE, DISCIPLINE POLICY, or DISCIPLINE PROBLEMS as *major* descriptors. The answer: 1,055.

Some of these documents and articles were concerned with young children while others with high school students or adults. To narrow the search further, only documents related to upper elementary grades were considered. The following descriptors were used: GRADE 5, GRADE 6, GRADE 4, ELEMENTARY EDUCATION, and INTERMEDIATE GRADES. The number of documents classified under each heading was great.

1,331 documents	GRADE 5
1,432 documents	GRADE 6
1,197 documents	GRADE 4
1,525 documents	INTERMEDIATE GRADES
16,623 documents	ELEMENTARY EDUCATION
19,943 documents	GRADE 5 or GRADE 6 or GRADE 4 or ELEMENTAHY EDUCATION or INTERMEDIATE GRADES

Of the 19,943 documents or articles on Grades 4, 5, 6, Elementary Education, or Intermediate Grades, how many also were concerned with discipline? The computer responded *52*. The answers to the teacher's question about discipline for fifth graders are more likely found in these 52 manuscripts than in other ERIC resources.

A printout of the titles of the first 20 documents (ED numbers) and journal articles (EJ numbers) follows. Read them, marking those that seem most relevant to the original question.

ED156314
The last straw: A handbook of solutions to school behavior problems.

ED155216
Students' expectations: Ratings of teacher performance as biased by teachers' physical attractiveness.

ED153717
Parental disciplinary technique and the development of children's moral judgment.

ED151334
An ethnographic study of an elementary school teacher's establishment and maintenance of group norms.

ED150159
The Texas teacher effectiveness study: Student sex, grade, and socioeconomic status differences in classroom process measures.

ED127380
Towards a theory of selected knowledge acquisition patterns among black children.

ED095991
Influence of behavior settings on role of inappropriate and appropriate behavior.

ED094420
Language arts in the open school.

ED084489
The modification of undesirable attitudes and classroom behavior through constructive use of social power in the school peer culture.

ED084475
Disruptive students.

EJ209067
Expectations and realities: A study of transition from primary to intermediate grades.

EJ192942
If I were boss . . .

EJ184001
The effect of observation of model behavior on the establishment and stability of resistance to deviation in children.

EJ161646
More theater and less creativity, please

EJ156309
Ten ways to prevent classroom chaos

EJ105559
Behavioral group counseling with disruptive children

EJ103607
Get kids into the act

EJ099911
Socialization practices of parents, teachers, and peers in Israel: The kibbutz versus the city

EJ093371
Other centeredness and susceptibility to charitable appeals: Effects of perceived discipline.

EJ089277
The effect of individual and interdependent contingencies on inappropriate classroom behavior.

From the 52 documents, the resumes of several were requested from the computer. Three resumes are found below. Which would be most helpful to the fifth grade teacher seeking assistance in handling discipline problems?

EJ156309 AA525049
Ten ways to prevent classroom chaos
Garwood, S. Gray
Teacher, 94, 2, 75 Oct. 76
Descriptors: *Discipline/ *Guidelines/ *Substitute Teachers/ *Student Teachers/ *Teacher Responsibility/Elementary School Students
Substitute teachers are professional educators, not merely shadows of regular classroom teachers. Here are some suggestions that not only encourage creative teaching but also make the job and the students easier to handle. (Author)

EJ192942 RC503103
If I Were Boss . . .
Taylor, Raymond G., Jr.
Education, v99 n1 p8-9 Fall 1978
Reprint: UMI
Language: English
Descriptors: *Curriculum/ *Discipline/Elementary School Students/ *Facilities/Secondary School Students/ *Student Attitudes/ *Teaching validity
Identifiers: *Pennsylvania
Describing Pennsylvania student responses (N = 3,000, aged 8-19) to an open sentence—"If I were boss . . .", this article relates those responses to the developmental stages of youth, evidencing concern with facilities and discipline among younger students and more intellectual preoccupations among older students. (JC)

ED153614 PS009919
The last straw: A handbook of solutions to school behavior problems.
Volkmann, Christina S.
78 105p.
Available from: R & E Research Associates, Inc., 936 Industrial Avenue, Palo Alto, California 94303 (Paper, $6.00)
Document not available from EDRS.
Descriptors: *Behavior Problems/*Class Management/ Classroom Arrangement/Discipline Policy/ Discipline Problems/ *Elementary School Students/ Elementary School Teachers/ Parent Teacher Cooperation/*Problem Solving/ Resource Guides/*Student Behavior/Student Teacher Relationship/ Teacher Responsibility/ *Teacher Role
This informally written handbook for elementary school teachers describes typical classroom behavioral problems and proposes ways of dealing with them. The "problem" student is identified as one who requires the teacher's personal energy or reactions, drawing attention away from the remainder of the class and creating added burdens for the teacher. Nineteen specific categories of problem students are described, including the bully, the quiet one, the superior snob, and the sneak. For each category, possible solutions to the behavior problem are described. Penalties that students may be subjected to in case the solutions prove inadequate are also suggested. In addition to this, general suggestions pertaining to ways of building a classroom behavioral foundation are discussed. These include daily, informal conversation sessions which allow for free discourse between teacher and students, parental involvement, and careful attention to the physical arrangement of the classroom. (CM)

CHOOSING BETWEEN MANUAL AND COMPUTER SEARCHES

Features of each type of search are outlined in the following chart. Please read and analyze these summarizing statements.

MANUAL SEARCH

ADVANTAGES	DISADVANTAGES
Can be conducted in any location if basic reference tools are available.	Time consuming.
Can be conducted independently without assistance of trained specialist.	Limits scope of research—number of facets of a problem that can be researched; span of resources that can be reviewed.
Allows for immediate identification and selection of appropriate resources.	Limits the number of resources that can be identified.
Allows for on-the-spot revision or expansion of search problem and scope of search.	Coordination of facets of problem must be done by researchers
Allows for serendipitous discovery of resources that may otherwise be overlooked.	
Allows for complete relevance in documents retrieved.	

COMPUTER SEARCH

ADVANTAGES	DISADVANTAGES
Allows for the assistance of a trained specialist to define a problem in ERIC terminology.	Cost of service—there is a per-item charge for each listing identified. For searches yielding many listings, expense may be high.
Numerous facets of a problem can be researched simultaneously.	Accessibility of service—computer searches must be conducted where facilities are available. If there are none in your area, wait-time to receive results may exceed the amount of time required for a manual search of limited scope.
Can provide extensive, in-depth coverage of any and all facets of a problem.	Research problem statements must be translated into precise language by a trained specialist. Accurate translation may be affected by (1) your ability to communicate your problem; (2) the specialist's expertise in assisting in the process.
Can coordinate facets in different combinations so that problem can be viewed from differing perspectives.	Computer searches yield only what is asked for. Precise definition of problem may eliminate relevant resources because of the language used in the request, while non-relevant documents may be included because of the way they were indexed.
Can yield vast quantities of information in short time period.	

SELF-TEST Number 3

The first two Self-tests checked your understanding of ERIC. This one extends your knowledge-base by requiring you to search your local area for ERIC resources.

1. What is the location of the nearest ERIC microfiche collection? (NOTE: If you do not know, consult the "Directory of ERIC Microfiche Collections" available free from ERIC or from your instructor).

2. Where are copies of RIE, CIJE, and *The Thesaurus of ERIC Descriptors* located in your library?

3. Identify a topic, problem, or concept that you would like to know more about. State as a question. _____
   _____
   _____

4. Make a manual search using this question as a guide.

5. If this is your first experience with ERIC documents, spend some time simply glancing through each to become better acquainted. Find out in RIE what the current cost for microfiche is from EDRS and how to order documents. Read the ads in the back about other ERIC documents. Note the names of journals indexed in CIJE.

6. Where are computer searches available nearby? How long do they take? How much do they cost? Who do you contact to make one?

7. Can microfiche be reproduced on paper copy at the library or institution with an ERIC collection? How is this done? What are the costs?

SIMULATION OF ERIC MANUAL SEARCH

Now that you have learned about each of the ERIC resources, you should be ready to apply your knowledge in a simulated situation. Read the information on this page, then respond to the problem using materials on the following pages. Also, please answer the probing questions since they are designed to provide further experience in using ERIC.

The most persistent problem identified by teachers is *classroom discipline*. A fifth grade teacher initiated an ERIC search on this topic because he wished to improve his skills in managing disruptive students. The problem of his manual search was:

How can I improve discipline in my fifth grade class? Descriptors used in the search were:

- DISCIPLINE
- DISCIPLINE POLICY
- DISCIPLINE PROBLEMS

On the following three pages are the Subject Indexes for a semiannual volume of RIE, two monthly issues of RIE, a semiannual volume of CIJE, and two monthly issues of CIJE.

1. Read through the titles on these three pages, listing the ED numbers and the EJ numbers for documents you think might be most appropriate for this problem.
2. Resumes for some of the documents you identify are reproduced on the seven pages following the Subject Indexes. Read them, identifying those that might be helpful in answering the problem posed above.

Now, please consider these probing questions. They will help provide new insights in using ERIC resources.

3. Which documents include research findings?
4. Which documents summarize information from other sources.
5. Which documents were accessioned by the ERIC Clearinghouse on Teacher Education?
6. Which documents are teacher education modules?
7. Which documents are concerned with the elementary school setting?
8. What cues in RIE and in CIJE did you use in answering these probing questions? Discuss them with your colleagues. Did you use Publication Type in RIE resumes as a cue? Descriptors for both RIE and CIJE? If not, please review resumes for these cues.

After you have answered all eight questions, check your responses with those found on page 31.

RESOURCES IN EDUCATION
Semi-Annual Volume
SUBJECT INDEX

Discipline
Alternative Schools: An Overview.
ED 179 015
An Analysis of Studies on Effectiveness of Training and Staffing to Help Schools Manage Student Conflict and Alienation. A Report.
ED 176 378
The Attitudes of Latino Parents Toward School Disciplinary Measures.
ED 179 328
Child Rearing and the Development of Children's Altruism.
ED 175 536
Classroom Management in the Social Studies Class. How to Do It Series, Series 2, No. 7.
ED 178 419
Classroom Management: Teaching Techniques and Strategies for Dealing with Discipline Problems.
ED 182 023
Discipline: A Different Perspective.
ED 182 034
Discipline, Discrimination, Disproportionality and Discretion. A Legal Memorandum.
ED 177 731
The Effects of a Head Start Program on Maternal Attitudes and Behaviors.
ED 175 534
The Forum: A Publication of the Department of Studies in Education, Volume 1, Number 1, Spring, 1979.
ED 178 478
The Impact of Student Rights and Discipline Cases on Schools.
ED 181 534//
Key Elements in a Utah Statewide Program to Improve Student Discipline in Behavior and Studies.
ED 180 054
"Limits".
ED 182 266
Organizational Control and the Middle School Principal: Man/Woman in the Middle.
ED 180 053
Student Discipline: Practical Approaches.
ED 177 691
Styles of Parental Disciplinary Practices As a Mediator of Children's Learning from Antisocial Television Portrayals.
ED 178 094
A Unique Method for Classroom Control: Happy Sticks.
ED 179 887

Discipline Policy
The Anatomy of a Program of Humane Discipline in the Atlanta Public School System.
ED 182 015
Classroom Management: A Guide for the School Consultant.
ED 175 084//
A Guide to Effective Secondary School Discipline: A Manual for the New Administrator. Operations Notebook #24.
ED 180 080
LaFollette High School Student Vandalism Committee.
ED 181 017
Orderly Schools that Serve All Children; A Review of Successful Schools in Ohio.
ED 181 150
Positive Approaches Toward Student Discipline.
ED 180 115
Principals' Forum II.
ED 179 012
Project Student Concerns: A Study of Minority Student Suspensions. Interim Report.
ED 178 636
Student Discipline: Practical Approaches.
ED 177 691

Discipline Problems
Alternative Schools: An Overview.
ED 179 015
Classroom Management: A Guide for the School Consultant.
ED 175 084//
Classroom Management. The Seventy-eighth Yearbook of the National Society for the Study of Education. Part II.
ED 175 087//
Discipline: A Review of Selected Literature.
ED 177 729
A Guide to Effective Secondary School Discipline: A Manual for the New Administrator. Operations Notebook #24.
ED 180 080
Improving the Behavior of Habitually Disruptive High School Students.
ED 180 075
A Model for Early Intervention in Maladaptive Mother-Child Dyads.
ED 179 310
The National Safe School Study: Overview and Implications.
ED 175 112
NYSUT Teacher Stress Survey 1979. NYSUT United Teachers Information Bulletin.
ED 180 985
Residence Hall Damage: Analysis and Control.
ED 176 660
Truancy and Behavioral Problems in Some Urban Schools.
ED 179 611

R I E
Monthly Issues
SUBJECT INDEX

Discipline
Classroom Management and the Socially Disadvantaged.
ED 183 646
Coping With Classroom Distractions: or Please Take a Number I'll Be Right with You. The Formal Research Study.
ED 183 543
Coping With Classroom Distractions: or Please Take a Number I'll Be Right with You. Training Report.
ED 183 545
Coping With Classroom Distractions. Teacher Case Study. Teachers A&W Perspective. Kindergarten Classrooms.
ED 183 549
Coping With Classroom Distractions. Teacher Case Study. Teachers C&Y Perspective. Second Grade Classrooms.
ED 183 551
Coping With Classroom Distractions. Teachers B&X Perspective. First Grade Classrooms.
ED 183 550
Coping With Classroom Distractions. Teachers D&Z Perspective. Third & Fourth Grade Classrooms. Open Environments.
ED 183 541
Coping With Classroom Distractions. The Evolution of the Study. Perspective.
ED 183 5[illegible]
Qualitative Evaluation of Parent Education Workshops and the Use of Parenting Models.
ED 183 285
Seriousness, Attribution of Responsibility, and Status of the Actor as Determinants of Punitive Responses to Socially Proscribed Behavior.
ED 182 780
South Carolina Teachers and the Law. A Handbook for School Personnel, Board Members, Parents, and Students.
ED 182 844//

Discipline Policy
Discipline in a Democratic Society. OSSC Bulletin Vol. 23, No. 6.
ED 182 827

continued on next page

Discipline

The Effects of Children's Transgressions on Parents' Methods of Discipline.
ED 184 729

Impact Parent Program: Workshop Leader's Manual.
ED 184 691

Parent Variables in Young Children's Cooperative Behavior.
ED 184 722

The School Principalship: An Organizational Stability Tale.
ED 184 230

Strategies for Implementing a District-Wide Discipline Improvement Program.
ED 184 239

Discipline Policy

School Safety Report III: A Sourcebook for Self-Help.
ED 185 130

CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE)

Semi-Annual Volume

SUBJECT INDEX

Discipline

How Ideal Is the Ideal Teacher? *High School Journal*, v62 n5 p207-08 Feb 1979 EJ 207 565

Schoolrooms, Pupils, and Rules: The Role of Informality in Bureaucratic Socialization. *Human Organization*, v38 n3 p273-82 Fall 1979 EJ 208 467

What Happened to the High School Discipline Crisis? *Urban Education*, v14 n2 p182-204 Jul 1979 EJ 208 989

Report Card on a Teacher. *Journal of Teacher Education*, v30 n4 p37-38 Jul-Aug 1979 EJ 210 271

Evaluating School Discipline through Empirical Research. *Education and Urban Society*, v11 n4 p440-49 Aug 1979 EJ 210 366

Debating with Untested Assumptions: The Need to Understand School Discipline. *Education and Urban Society*, v11 n4 p450-64 Aug 1979 EJ 210 367

Advocacy Groups and School Discipline. *Education and Urban Society*, v11 n4 p527-46 Aug 1979 EJ 210 372

Dealing with Disruptive Behavior. *Agricultural Education Magazine*, v52 n2 p19 Aug 1979 EJ 210 479

Teachers' Perceptions of Student Threat to Teacher Status and Teacher Pupil Control Ideology. *Psychology in the Schools*, v16 n4 p586-90 1979 EJ 210 664

Are We Teachers or Disciplinarians? *NASSP Bulletin*, v63 n431 p129-30 Dec 1979 EJ 211 029

Order in the Classroom? *Atlantic*, v244 n1 p35-38 Sep 1979 EJ 211 369

Court Intervention in Pupil Discipline: Implications and Comment. *American Behavioral Scientist*, v23 n2 p169-205 Dec 1979 EJ 211 743

Listening to Reason: Children's Attentiveness and Parental Discipline. *Merrill-Palmer Quarterly*, v25 n4 p251-64 Oct 1979 EJ 212 929

You Can Do It! -Discipline. *Instructor*, v89 n2 p106-08,110,112 Sep 1979 EJ 213 028

Open Education and Pupil Control Ideologies of Teachers. *Journal of Educational Research*, v73 n1 p45-49 Sep-Oct 1979 EJ 213 556

Classroom Discipline: Where Are We Now? *Education*, v100 n2 p134-37 Win 1979 EJ 214 886

The Question of Discipline. *Scottish Educational Review*, v11 n1 p67-73 May 1979 EJ 215 509

Exploring Alternatives to Punishment: The Keys to Effective Discipline. *Phi Delta Kappan*, v61 n7 p455-58 Mar 1980 EJ 216 073

The Discipline Dilemma. *Today's Education*, v68 n2 p20-21 Apr-May 1979 EJ 216 898

The Teacher Who Disciplines LEAST. *Today's Education*, v68 n2 p23-26 Apr-May 1979 EJ 216 899

Promoting Desirable Gymnasium Behaviors. *Journal of Physical Education and Recreation*, v50 n8 p69 Oct 1979

Chad Cannot Be Rotten. *Journal of School Health*, v49 n9 p503-04 Nov 1979 EJ 216 940

Albuquerque Takes the Misconduct Out of City League Games. *Parks and Recreation*, v14 n8 p37-39 Aug 1979 EJ 216 991

Discipline Policy

Rights, Respect, Responsibility: Those 3 R's Are Important, Too. *Thrust for Educational Leadership*, v8 n3 p8-10 Jan 1979 EJ 207 504

Competency-Based Approach to Discipline: It's Assertive. *Thrust for Educational Leadership*, v8 n3 p11-13 Jan 1979 EJ 207 505

Corporal Punishment. *Journal of Thought*, v14 n1 p45-53 Jan 1979 EJ 207 528

Case Study Orientation for New Teachers. *Independent School*, v38 n3 p27-29 Feb 1979 EJ 207 538

Dealing With Student Misbehavior: An Eclectic Review. *Journal of Teacher Education*, v30 n3 p7-13 May-Jun 1979 EJ 208 603

Two Measures of Parental Consistency. *Psychology: A Quarterly Journal of Human Behavior*, v16 n2 p37-39 Sum 1979 EJ 209 186

Report Card on a Teacher. *Journal of Teacher Education*, v30 n4 p37-38 Jul-Aug 1979 EJ 210 271

Evaluating School Discipline through Empirical Research. *Education and Urban Society*, v11 n4 p440-49 Aug 1979 EJ 210 366

Suspensions in School Discipline. *Education and Urban Society*, v11 n4 p465-84 Aug 1979 EJ 210 368

School Desegregation and Student Suspension: A Look at One School System. *Education and Urban Society*, v11 n4 p485-95 Aug 1979 EJ 210 369

Organizational Context of School Discipline: Analytic Models and Policy Options. *Education and Urban Society*, v11 n4 p496-510 Aug 1979 EJ 210 370

Exploring Remedies from Within. *Education and Urban Society*, v11 n4 p511-26 Aug 1979 EJ 210 371

Improving School Disciplinary Practices: Community Strategies. *Education and Urban Society*, v11 n4 p547-66 Aug 1979 EJ 210 373

The Courts as Intervenors. *Education and Urban Society*, v11 n4 p567-71 Aug 1979 EJ 210 374

Two Successful Methods for Dealing with Discipline. *NASSP Bulletin*, v63 n430 p113-14 Nov 1979 EJ 210 896

In-School Truancy in Urban Schools: The Problem and a Solution. *Phi Delta Kappan*, v61 n3 p203-05 Nov 1979 EJ 210 992

Court Intervention in Pupil Discipline: Implications and Comment. *American Behavioral Scientist*, v23 n2 p169-205 Dec 1979 EJ 211 743

Right to Counsel: Legal and Educational Considerations. *NASPA Journal*, v17 n2 p27-32 Fall 1979 EJ 213 860

Discipline: If You Do That Again, . . . *Phi Delta Kappan*, v61 n6 p398-400 Feb 1980 EJ 215 958

Negotiating Student Discipline Policy. *Today's Education*, v68 n2 p27-30 Apr-May 1979 EJ 216 900

Discipline Problems

Experienced Mainstreamers Speak Out. *Teacher*, v96 n6 p61-63 Feb 1979 EJ 207 587

Dealing With Student Misbehavior: An Eclectic Review. *Journal of Teacher Education*, v30 n3 p7-13 May-Jun 1979 EJ 208 603

What Happened to the High School Discipline Crisis? *Urban Education*, v14 n2 p182-204 Jul 1979 EJ 208 989

Group Counseling with Disruptive Students. *Journal for Specialists in Group Work*, v4 n3 p117-22 Sum 1979 EJ 209 151

An Analysis of Opinions about the Behavior of Disruptive High School Students and a History of Their Earlier School Behavior. *Journal of the International Association of Pupil Personnel Workers*, v23 n4 p196-204 Sep 1979 EJ 209 251

Reminiscences: Pre-Sputnik. *English Journal*, v68 n6 p60-62 Sep 1979 EJ 209 281

Pupil Control Ideology in Predicting Teacher Discipline Referrals. *Educational Administration Quarterly*, v14 n3 p104-12 Fall 1978 EJ 209 458

Dealing with Disruptive Behavior. *Agricultural Education Magazine*, v52 n2 p39 Aug 1979 EJ 210 479

"Mark Is a Fine Young Man." *Independent School*, v38 n4 p33-36 May 1979 EJ 211 998

Sex Differences in Response to Simulated Employee Discipline Cases. *Personnel Psychology*, v32 n3 p539-50 Fall 1979 EJ 212 067

The Relationship between Student Victories in the Courts and Student Violence in the Schools. *Contemporary Education*, v50 n4 p226-30 Sum 1979 EJ 213 502

Classroom Discipline: Where Are We Now? *Education*, v100 n2 p134-37 Win 1979 EJ 214 886

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Characteristics of Student Offenders: Some New Findings and Suggested Improvements in Research Methodology. *Journal of College Student Personnel*, v20 n6 p492-97 Nov 1979 EJ 217 221

How to Discipline Handicapped Kids. *American School Board Journal*, v167 n2 p30 Feb 1980 EJ 217 683

Relationship of Demographic Factors to Parental Discipline Techniques. *Developmental Psychology*, v14 n6 p685-86 Nov 1978 EJ 218 088

Children Live by Rules/Let Them Help Make Them. *Day Care and Early Education*, v7 n2 p12-15 Win 1979 EJ 218 124

Disciplinary Encounters between Young Boys and Their Mothers and Fathers: Is There a Contingency System? *Developmental Psychology*, v15 n3 p256-68 May 1979 EJ 218 238

Teacher Responses to Contextually Specific Sex Type Behaviors in Kindergarten Children. *Educational Research Quarterly*, v4 n2 p29-35 Sum 1979 EJ 218 657

Reactions to a Child's Mistakes as Affected by Her/His Looks and Speech. *Social Psychology Quarterly*, v42 n4 p420-25 Dec 1979 EJ 218 696

Who Runs This Chicago High School? *Integrated Education*, v17 n1-2 p9-14 Jan-Apr 1979 EJ 218 829

Discipline Policy

An Inexpensive Alternative to Suspension. *NASSP Bulletin*, v64 n434 p112-14 Mar 1980 EJ 217 717

A Positive Note on Schools and Discipline. *Educational Leadership*, v37 n6 p457-58 Mar 1980 EJ 217 743

Clarifying Teachers' Beliefs about Discipline. *Educational Leadership*, v37 n6 p459-64 Mar 1980 EJ 217 744

In-School Suspension Programs: The King William County Model. *Educational Leadership*, v37 n6 p466-69 Mar 1980 EJ 217 745

Physical Punishment Must Be Abolished. *Educational Leadership*, v37 n6 p474-76 Mar 1980 EJ 217 747

Crime in American Public Schools. *Public Interest*, n58 p18-42 Win 1980 EJ 218 798

Discipline Problems

Adopting Older Children. *Children Today*, v8 n4 p6-9 Jul-Aug 1979 EJ 218 229

Discipline

Faceworking: Helping Students Save Face in the Classroom. *Clearing House*, v53 n1 p5-7 Sep 1979 EJ 219 179

School Discipline: The Administrator's Dilemma. *Willamette Law Review*, v15 n3 p531-62 Sum 1979 EJ 219 633

Discipline Policy

Limiting the "Pursuit of Perfect Justice" on Campus: A Proposed Code of Student Conduct. *Journal of College and University Law*, v6 n2-3 p137-60 1979-80 EJ 219 793

RESOURCES IN EDUCATION
RESUMES

ED 175 087 EA 011 824

Duke, Daniel L., Ed.

Classroom Management. The Seventy-eighth Yearbook of the National Society for the Study of Education. Part II.

National Society for the Study of Education, Chicago, Ill.

Pub Date—May 79

Note—447p.

Available from—The University of Chicago Press, 5801 South Ellis Avenue, Chicago, Illinois 60637 ($13.00)

Pub Type— Books (010) — Collected Works - General (020) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Ability Grouping, *Class Management, *Discipline Problems, Educational Research, Educational Theories, Elementary Secondary Education, Environmental Influences, Equal Education, Grouping (Instructional Purposes), Handicapped Students, *Misbehavior, Organizational Theories, Paraprofessional School Personnel, Special Education, *Student Behavior, Student Grouping, Student Rights, Teacher Aides, Teaching Methods

Identifiers—Education for All Handicapped Children Act

This collection of essays is intended to give a broad view of what is currently known about the management of classrooms. Contents include "Conceptualizing Classroom Management" by Mauritz Johnson and Harry Brooks; "Making Managerial Decisions in Classrooms" by Walter Doyle; "Authority and the Management of Classroom Activities" by William G. Spady and Douglas E. Mitchell; "Task and Authority: A Sociological View of Classroom Management" by Elizabeth G. Cohen, Jo-Ann K. Intili, and Susan Hurevitz Robbins; "Grouping Students for Instruction" by Robert Calfee and Roger Brown; "Classroom Management in the Elementary Grades" by Jere E. Brophy and Joyce G. Putnam; "Problems of Student Behavior in Secondary Schools" by John Feldhusen; "Classroom Instruction and the Matter of Time" by Lyn Corno; "Utilizing Nonteachers in the Instructional Process" by Beatrice A. Ward and William J. Tikunoff; "Classroom Management and the Exceptional Learner" by Frank M. Hewett and Philip C. Watson; "Environmental Influences on Classroom Management" by Daniel L. Duke; "The Rights of Students in the Classroom and School" by Donald A. Myers; and "Perspectives on Theory, Research, and Practice" by John I. Goodlad. (Author/JM)

ED 176 378 EA 012 084

Hyman, Irwin A.

An Analysis of Studies on Effectiveness of Training and Staffing to Help Schools Manage Student Conflict and Alienation. A Report.

Temple Univ., Philadelphia, Pa. National Center for the Study of Corporal Punishment and Alternatives in the Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—15 Jan 79

Contract—NIE-P-78-0063

Note—305p.; Occasional pages may be marginally legible

Pub Type— Information Analyses (070)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Administrative Personnel, Behavior Change, *Behavior Theories, Bibliographies, *Conflict Resolution, *Discipline, Efficiency, Elementary Secondary Education, *Inservice Teacher Education, *Program Effectiveness, Program Evaluation, Research Methodology, Research Problems, Staff Improvement, *Student Alienation, Training

A search of the literature was made on the effectiveness of recruitment and selection procedures for identifying and retaining administrators and school staff who are effective in managing student conflict and alienation. A classification scheme devised to fit approaches to school discipline within a theoretical framework includes (1) the psychodynamic-interpersonal model, (2) the behavioral model, (3) the sociological model, (4) the eclectic-ecological model, and (5) the human potential model. At least one approach within each model was reviewed. In the first section of the report, each model is explained and available research studies are cited. The limitations of the research and application of the model are discussed followed by a bibliography. The next section contains summaries of selected programs from 52 of the largest city districts. The concluding section discusses the lack of data on both the inservice training of school administrators and the area of problems of recruitment, selection, and retention of school staff who can manage student conflict and alienation. The report concludes with a summary of the findings, methodological problems, and suggestions for further research. (MLF)

ED 177 691 EA 012 182

Student Discipline: Practical Approaches.

National School Boards Association, Washington, D.C.

Report No.—NSBA-RR-1979-2

Pub Date—79

Note—34p.

Available from—National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, D.C. 20007 ($7.50, quantity discounts, shipping and handling charges will be added to billed orders)

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Community Involvement, *Disci-

continued on next page

pline. *Discipline Policy, Elementary Secondary Education, *Instructional Improvement, *Program Descriptions

This report covers trends in discipline policies and policy-making and alternative and innovative school programs designed to diminish behavioral problems in the classroom. The programs range from improvements in a school's physical plant to specific action plans for teachers and options in the curriculum designed to stimulate alienated students. Some of the programs are preventive, others serve as intervention measures. But characteristic of each is an emphasis on identifying and dealing with the root problem, rather than symptoms of the problem. The programs presented are intended as frameworks from which a school system may build a program based on its own resources and needs. The appendix offers sample discipline policies from three different school districts. (Author)

ED 177 729 EA 012 227

Arsulich, Michael

Discipline: A Review of Selected Literature.

San Diego County Dept. of Education, Calif.

Pub Date—Nov 79

Note—23p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Change, *Change Strategies, Corporal Punishment, *Delinquency Causes, Discipline Policy, *Discipline Problems, Elementary Secondary Education, Problem Solving, School Security, *School Vandalism, *Student School Relationship, *Violence

The nature of school discipline problems has changed over the past few decades. In the 1950s, teachers thought that fighting, stealing, and disrespect toward authority were the most serious forms of student misbehavior. Violent assaults on teachers and pupils, gang warfare, burglary, extortion, and destruction of school property are included among the discipline problems of today. The existence of these problems is well documented. Some of the causes, as suggested by research studies, are peer and gang influences, televised aggression, and poor home conditions. Negative school experiences considered as causal factors include large classes, incompetent and indifferent teachers, lack of authority in the schools, and irrelevant curriculum. Some measures that research findings indicate may help solve the problems are teaching school personnel alternative classroom instructional and management techniques; involving students, parents, and the community in developing corrective measures; strong leadership by principals; and rules of conduct that are specific, publicized, and enforced. (Author/MLF)

ED 178 419 SO 012 079

Sullivan, Cheryl Granade

Classroom Management in the Social Studies Class. How to Do It Series, Series 2, No. 7.

National Council for the Social Studies, Washington, D.C.

Pub Date—79

Note—9p.; For related documents, see SO 012 080-081 and ED 088 756

Available from—National Council for the Social Studies, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 ($1.00 paper copy, quantity discounts available)

Pub Type—Guides - Classroom - Teacher (052) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavior Change, *Change Strategies, *Civil Rights, *Class Management, Classroom Arrangement, *Classroom Techniques, *Discipline, *Effective Teaching, Elementary Secondary Education, Social Studies

Classroom management is discussed in terms of effective instruction, successful group management, maximum use of space, time, and resources, meaningful discipline, student rights, and change strategies. The discussion of effective instruction stresses appropriateness, completeness, clarity, and a variety of lessons. Techniques for successful group management include the teacher's ability to attend to several issues at once and to achieve smoothness in ongoing academic activities, group focus, student accountability, and a variety of activities. Suggestions for maximum use of space, time, and resources refer not only to the teacher who has his/her own classroom but also to the floating teacher. Measures for assuring effective handling of routine matters include: learning students' names immediately, providing activities during roll call, returning papers efficiently, making available enrichment materials, and developing standard operating procedures. Classroom discipline is discussed in terms of preventing and dealing with problems through reality therapy, behavior modification, and changing expectations. Legal rights of students are presented relative to Supreme Court cases. Finally, the author outlines steps for initiating change through 'force field analysis which includes a written statement of the goal, a brainstorming session, selection of appropriate ideas, and development of a plan of action. (KC)

ED 179 328 RC 011 688

Ogletree, Earl J. Rodriguez, Margarita

The Attitudes of Latino Parents Toward School Disciplinary Measures.

Pub Date—[73]

Note—15p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acculturation, Child Rearing, Corporal Punishment, *Discipline, Elementary Education, Family Structure, *Latin American Culture, *Mexican Americans, *Parent Attitudes, Parent School Relationship, Punishment, Spanish Speaking

To determine the attitudes of Latino parents toward school discipline of elementary children, a questionnaire was sent to families of 120 first, third, and fourth grade Latino students in a Chicago public school. The parents were Spanish-speaking Mexican Americans of low socioeconomic status; some were recent arrivals from Mexico and others were long-time U.S. residents. The questionnaire, which was in both Spanish and English, contained 30 open-ended items related to three general questions: (1) Should schools use corporal punishment? (2) If so, who should be the disciplinarian and what form should punishment take? (3) If not, what forms of discipline would parents favor? The use of corporal punishment in the school was favored by 39% of the parents and rejected by 45%; 16% were undecided. Those favoring corporal punishment indicated that the punishment should be administered by the teacher, using the hand. The majority of those rejecting corporal punishment felt that embarrassing the child and standing the child in the classroom or hallway were acceptable forms of discipline. The parents' rejection of corporal punishment–unexpected in the light of traditional Latino child rearing practices, which include strict discipline and the use of corporal punishment with younger children–may reflect the parents' distrust of the school or their assimilation of American child rearing practices. (JH)

ED 180 075 EA 012 271

Gulyas, Paul A.

Improving the Behavior of Habitually Disruptive High School Students.

Pub Date—26 Apr 79

Note—52p.; Revised Individual Practicum Report, Nova University

Pub Type—Dissertations/Theses (040) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Corporal Punishment, Discipline, *Discipline Problems, High School Students, *Program Descriptions, Program Evaluation, Senior High Schools, *Student Behavior, Suspension

Identifiers—Thomas Jefferson High School PA

A means was developed to reduce the necessity for discipline among the 25 students who were the most chronic discipline problems at Thomas Jefferson High School, a 1,500-student school in suburban Pittsburgh. The students were identified by assigning point values to various disciplinary measures administered to students. The 25 students met with a vice-principal once each week for a minimum of five minutes to discuss any school problems, potential discipline problems they felt might arise, or recent discipline they had received. It was hoped that the talks would help prevent more serious prob-

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lems or additional disciplinary measures. Weekly sessions were scheduled during each student's study hall. The student could arrange impromptu conferences if an immediate problem could not wait until the next scheduled session. Results of this "preventive maintenance" approach revealed that, compared with the same semester a year earlier, total suspension days were reduced 50 percent, instances of corporal punishment were reduced 24.1 percent, and detention hours were reduced 54 percent. (Author/IRT)

ED 180 115 EA 012 313
Positive Approaches Toward Student Discipline.
New York State Education Dept., Albany
Pub Date—79
Note—46p.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Alcoholic Beverages, *Attendance, *Demonstration Programs, *Discipline Policy, Discipline Problems, Drug Abuse, Program Descriptions, *School Policy, *School Vandalism, Secondary Education, Smoking, Surveys, Suspension, Truancy, Violence
Identifiers—New York
This report presents a number of discipline policy recommendations based on the results of a survey of students, teachers, and administrators in 60 randomly selected high schools in New York State. The bulk of the report is contained in the appendix and presents exemplary discipline programs in public and private secondary schools in New York. These programs were identified through a survey sent to all New York schools. The programs are concerned with methods used to handle attendance problems, smoking, drug and alcohol abuse, vandalism, violence, and food wars. Inschool suspension programs are also presented. (Author/JM)

ED 182 023 PS 011 175
Classroom Management: Teaching Techniques and Strategies for Dealing with Discipline Problems.
Atlanta Teacher Corps Consortium, Ga.
Pub Date—[78]
Note—78p.; Pages 105-109 of the original document are copyrighted and therefore not available. They are not included in the pagination.
Available from—Atlanta Teacher Corps, 2930 Forrest Hill Dr., S.W., Atlanta, GA 30315 ($1.00, 10 or more copies, $0.50 each)
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Class Organization, Classroom Communication, Classroom Environment, *Classroom Techniques, *Discipline, Discipline Problems, Elementary Secondary Education, Humanistic Education, *Learning Activities, Performance Contracts, Role Playing, Self Concept, Self Evaluation, Student Behavior, Student Interests, *Student Teacher Relationship, *Teaching Techniques, Urban Education
Techniques and activities for effective classroom management are presented in this module. The stated objectives of the module are to promote appropriate student behavior, to develop good interpersonal relationships and a positive socioemotional climate, and to establish and maintain a productive classroom organization. Samples of pre-post assessment instruments are included for student self-evaluation, student interest inventory, and teacher or administrator self-evaluation. A profile of the typical disruptive student is also included. Learning tasks and activities are presented for brainstorming, role playing, contracting, utilizing a rewards program, employing a buddy system, communicating, clarifying values, exploring self concept (Maslow), and following a positive discipline model (Glasser). Types of control techniques are examined briefly and classroom organization is touched upon. General tips for being a good classroom manager and specific tips for managing inner city classrooms are offered. A list of printed and audio-visual resources is included. (JMB)

ED 182 034 PS 011 187
Estes, Sidney H.
Discipline: A Different Perspective.
Atlanta Public Schools, Ga.
Pub Date—79
Note—64p.
Available from—Atlanta Teacher Corps, 2930 Forrest Hill Dr., S.W., Suite 208, Atlanta, GA 30315 ($1.50; 10 or more copies, $1.00 each)
Pub Type—Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Black Students, Cultural Background, *Cultural Differences, Disadvantaged Youth, *Discipline, Educational History, *Educational Objectives, *Educational Sociology, Institutional Characteristics, School Community Relationship, *Social Differences, Teacher Characteristics
The central thesis of the paper is that students in American schools come from diverse cultures and backgrounds and that appropriate instructional strategies, teaching styles, administrative behaviors and overall school climate must reflect a sensitivity to those realities. The first part of the paper examines the historical, philosophical and psychological factors which have contributed to the discipline problem in American schools, especially for low income blacks. Specific factors discussed include: (1) dehumanizing school practices, (2) television influences, (3) increased availability of drugs and guns, (4) civil rights and women's rights movements, (5) economic problems, (6) culture conflict, (7) increase in single parent families, (8) increase in maternal employment, and (9) history of racial discrimination. The second part of the paper deals with positive approaches to discipline issues. Among topics examined are societal attitudes toward education, culture conflict, community involvement, administrative leadership, parent support, and teacher-student relations. Specific suggestions are offered for principals on how to ameliorate school-community problems and for teachers on their role in working with inner city children. (JMB)

ED 183 541 SP 015 735
Coping With Classroom Distractions. Teachers D&Z Perspective. Third & Fourth Grade Classrooms. Open Environments.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons. Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—IR&DT-79-6
Pub Date—79
Contract—NE-C-00-3-0108
Grant—OB-NIE-G-78-0103, OB-NIE-G-78-0201
Grant—OB-NIE-G-78-0103, OB-NIE-G-78-0203
Note—77p.; Prepared through the San Diego Interactive Research and Development on Teaching Team. For related documents, see SP 015 736, SP 015 738, SP 015 748, SP 015 766-768
Pub Type—Reports - Research (143) — Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Case Studies, Class Management, *Coping, *Discipline, Educational Anthropology, Educational Research, Elementary Education, *Grade 3, *Grade 4, Open Plan Schools, School Environment, *Student Behavior, Student Teacher Relationship, Teacher Behavior, Teaching Styles
Identifiers—*Disruptive Behavior
This study, sixth in a series of seven, was written by one third grade and one fourth grade teacher from different open plan schools. The instructional environments of each neighborhood, school, and classroom as well as the characteristics of the teachers and their pupils are described. The types of distractions encountered by the teachers are described and a discussion is presented on coping techniques used by the teachers and their comparative effectiveness. Included in the appendices are the distraction classification system, the coping technique classification system, a sample of the teacher's daily response form, a quantitative checklist, and samples of ethnographic notes. (JD)

ED 183 543 SP 015 738
Coping With Classroom Distractions: or Please Take a Number I'll Be Right with You. The Formal Research Study.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons. Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—IR&DT-79-2
Pub Date—79
Contract—NE-C-00-3-0108

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Grant—OB-NIE-G-78-0103; OB-NIE-G-78-0203
Grant—OB-NIE-G-78-0103; OB-NIE-G-78-0203
Note—248p.; Prepared through the San Diego Interactive Research and Development on Teaching Team. For related documents, see SP 015 735-736, SP 015 748, SP 015 766-768. Best copy available.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Class Management, Classroom Observation Techniques, *Coping, Data Collection, *Discipline, *Research Design, *Research Methodology, *Student Behavior, Student Teacher Relationship, Teacher Behavior, Teaching Models
Identifiers—*Disruptive Behavior
This report, second in a series of seven, addresses the question, "What events disrupt classroom instruction and what are the most effective techniques teachers use to cope with these disruptions?" This report is a formal presentation of the research. The methodology of the study is delineated, the participants (teachers and observers) are described, and the general data collection procedures which were used are summarized. Comments regarding the nature of the data sources, and a description of the training of observers are also provided. General descriptive information relative to distractions, coping techniques, and distraction-coping linkages is provided. A model emerging from this research is discussed and general conclusions of the study are presented. (JD)

ED 183 545 SP 015 748
Coping With Classroom Distractions: or Please Take a Number I'll Be Right with You. Training Report.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report NO.—IR&DT-79-7
Pub Date—79
Contract—NE-C-00-3-0108
Grant—OB-NIE-G-78-0103; OB-NIE-G-78-0203
Grant—OB-NIE-G-78-0103; OB-NIE-G-78-0203
Note—145p.; Prepared through the San Diego Interactive Research and Development on Teaching Team. For related documents, see SP 015 735-736, SP 015 738, SP 015 748, SP 015 766-768.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Coping, *Discipline, Elementary Education, Inservice Teacher Education, Program Design, Program Development, *Program Evaluation, *Student Behavior, Teacher Behavior, Teaching Models, Teaching Techniques, Trainees, *Training Techniques
Identifiers—*Disruptive Behavior
This report, final in a series of seven, describes the training model developed from a research project addressing the problem of coping with disruptive behavior in the classroom. A detailed description is given of the activities undertaken by an inservice class. A preliminary evaluation of the impact of the class upon participants is presented. There are four major sections: The evolution of the training/development design, activities occupying the ten sessions of the inservice program, and two sections evaluating the activities and implications for future replications. Samples of the instruments, materials, and data displays used in this program are appended. (JD)

ED 183 549 SP 015 766
Coping With Classroom Distractions. Teacher Case Study. Teachers A&W Perspective. Kindergarten Classrooms.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report NO.—IR&DT-79-3
Pub Date—79
Contract—NE-C-00-3-0108
Grant—OB-NIE-G-78-0103; OB-NIE-G-78-0203
Grant—OB-NIE-G-78-0103; OB-NIE-G-78-0203
Note—110p.; Prepared through the San Diego Interactive Research and Development on Teaching Team. For related documents, see SP 015 735-736, SP 015 738, SP 015 748, SP 015 767-768.
Pub Type— Reports - Research (143) — Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Case Studies, Class Management, *Coping, *Discipline, Educational Research, *Kindergarten, Preschool Education, School Environment, *Student Behavior, Student Teacher Relationship, Teacher Behavior, *Teaching Styles, Teaching Techniques
Identifiers—*Disruptive Behavior
This study, third in a series of seven, was written by two kindergarten teachers in different schools. A description is given of the two schools, the community in which they are located, and the physical layout of each of the teachers' classrooms. The characteristics of the teachers and their pupils are described as are the types of distractions encountered by the teachers in daily interaction with students. A discussion is presented on coping techniques used and their comparative effectiveness. Appended are lists of common distractions, classification of coping techniques, a quantitative checklist, and a teacher's daily response form. (JD)

ED 183 646 UD 020 238
Ogletree, Earl
Classroom Management and the Socially Disadvantaged.
Note—9p.; Not available in paper copy due to broken print
Pub Type— Opinion Papers (120) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Class Management, *Classroom Techniques, *Disadvantaged Youth, *Discipline, Discipline Policy, Discipline Problems, Elementary Secondary Education, Teacher Attitudes, Teacher Influence, *Teacher Role
Because of their deficits in academic attainments and different cultural styles, socially disadvantaged children create more potential than other children for classroom management problems. To improve classroom management, teachers should maintain a clean room and train their students to enter that room in an orderly fashion. In dealing with their students, teachers should learn their names, be impartial, be clear in their instructions, require their students to be accountable in their homework assignments, and aim at full class participation. In the matter of discipline, the effective teacher, always taking note of undercurrents of behavior and employing high interest activities to maintain order, will develop a rapport with students characterized by friendliness, flexibility, and consistency with discipline. The good teacher, eschewing threats and the temptation to frequently call in outside help, will work with individual offenders and will avoid taking misbehavior personally. (Author/WP)

ED 184 729 PS 011 388
Zahn-Waxler, Carolyn Chapman, Michael
The Effects of Children's Transgressions on Parents' Methods of Discipline.
Pub Date—Apr 80
Note—13p.; Paper presented at the Biennial Southeastern Conference on Human Development (6th, Alexandria, VA, April 17-19, 1980).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Abuse, *Discipline, *Infants, Interaction Process Analysis, *Mothers, *Parent Child Relationship, Punishment, Self Control, *Socialization
This study attempted to determine whether different forms of child misdemeanors lead predictably to given types of parental discipline. Twenty-four mothers and their children, who ranged in age from 10 to 20 months, participated in the study for a 9-month period. Mothers were trained to report their children's behaviors and their own socialization practices in narrative, sequential, tape-recorded reports of their children's responses to the positive and negative emotions expressed in the familial environment. Mother and child behaviors were also assessed by home observers during 14 home visits. One finding was that immediately following a transgression, mothers were more likely to use verbal prohibitions than any other type of discipline and

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that if children did not comply to initial discipline, mothers used additional discipline. Additional results showed that children who were frequently implicated in harm to persons were especially likely to have mothers who used explanation; while children who were frequently involved in property damage were likely to receive physical punishment and unlikely to hear explanations. Frequent lapses of self control in children were reliably associated with mothers' relatively frequent use of love withdrawal. Other results are presented and discussed and implications for issues of child abuse are examined. (JMB)

CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE)

MAIN ENTRY SECTION

EJ 207 504 AA 529 955
Rights, Respect, Responsibility: Those 3 R's Are Important, Too. Oliveto, James L. *Thrust for Educational Leadership;* v8 n3 p8-10 Jan 1979 (Reprint: UMI)
Descriptors: *Change Strategies; *Conflict Resolution; Curriculum; *Discipline Policy; Discipline Problems; *Improvement Programs; *School Environment; Secondary Education; Staff Role

Several currently functioning techniques are noted for improving school climate and reducing the atmosphere of stress and conflict which leads to violence. Ideas include celebrating learning, providing "cool down" rooms or sustained silent reading periods to relieve tension during the school day, and implementing conflict resolution curriculum. (SJL)

EJ 207 505 AA 529 956
Competency-Based Approach to Discipline—It's Assertive. Canter, Lee. *Thrust for Educational Leadership;* v8 n3 p11-13 Jan 1979 (Reprint: UMI)
Descriptors: *Assertiveness; Behavioral Objectives; *Class Management; *Discipline Policy; Elementary Secondary Education; *Performance Based Teacher Education; *Program Development; Program Effectiveness; Student Teacher Relationship; *Teacher Behavior
Identifiers: *Assertive Discipline; Rice Elementary School CA

Assertive Discipline (AD) advocates a systematic approach which enables teachers to set firm, consistent limits for students while remaining cognizant of students' need for warmth and positive support. This article describes effective and ineffective teacher disciplinary behaviors, AD competencies, and the implementation of AD at Rice Elementary School. (Author/SJL)

EJ 207 528 AA 529 979
Corporal Punishment. Bruening, William H. *Journal of Thought;* v14 n1 p45-53 Jan 1979 (Reprint: UMI)
Descriptors: Constitutional Law; *Corporal Punishment; *Court Cases; *Discipline Policy; Elementary Secondary Education; *Student Rights; *Supreme Court Litigation
Identifiers: Goss vs Lopez; *Ingraham vs Wright

This paper discusses the lower court decision and the U.S. Supreme Court decision in the case of Ingraham vs Wright. (Author/SJL)

EJ 207 538 AA 529 989
Case Study Orientation for New Teachers. Richardson, James M. *Independent School;* v38 n3 p27-29 Feb 1979 (Reprint: UMI)
Descriptors: *Beginning Teachers; *Case Studies; Class Management; *Discipline Policy; Discussion Programs; Orientation Materials; *School Policy; *Teacher Orientation; Teacher Workshops

This article describes Oldfields School's systematic orientation program for beginning teachers. They meet as a group and discuss case studies, which give substance to the regulations and policies listed in the school handbooks. (SJL)

EJ 208 467 RC 503 464
Schoolrooms, Pupils, and Rules: The Role of Informality in Bureaucratic Socialization. Sieber, R. Timothy. *Human Organization;* v38 n3 p273-82 Fall 1979 (Reprint: UMI)
Descriptors: Bureaucracy; Class Management; Conduct; Conformity; *Discipline; Elementary Education; Informal Organization; *Organizations (Groups); Rewards; *School Role; Social Behavior; *Socialization; *Student Role
Identifiers: Formality; *Informality; *Rules

Classroom informality helps attune pupil behavior to the demands of bureaucratic life by contributing to pupil learning of formal social behavior. The paper discusses various concepts of school and pupil roles and characterizes and analyzes the function of the apparently paradoxical nature of student rules. (Author/SB)

EJ 208 603 SP 508 397
Dealing With Student Misbehavior: An Eclectic Review. Glickman, Carl D.; Wolfgang, Charles H. *Journal of Teacher Education;* v30 n3 p7-13 May-Jun 1979 (Reprint: UMI)
Descriptors: *Behavior Change; Class Management; Discipline; *Discipline Policy; *Discipline Problems; *Elementary Education; Misbehavior; *Student Teacher Relationship

A combination of principles drawn from the current major theories of behavior discipline often proves to be more effective than the use of any single theory. (LH)

EJ 209 186 CG 516 788
Two Measures of Parental Consistency. Scheck, Dennis C. *Psychology: A Quarterly Journal of Human Behavior;* v16 n2 p37-39 Sum 1979
Descriptors: *Behavior Rating Scales; Behavioral Science Research; *Discipline Policy; *Parent Attitudes; *Parent Child Relationship; Parent Role; Parents
Identifiers: *Consistency

Presents two scales which attempt to measure two distinct aspects of consistency of parental behavior, Inconsistent Parental Discipline Scale and Parental Disagreement on Expectations of the Child Scale. The paper concludes with citations of reported research utilizing these measures. (Author/BEF)

EJ 210 366 UD 507 424
Evaluating School Discipline through Empirical Research. Glune, William H., III. *Education and Urban Society;* v11 n4 p440-49 Aug 1979 (Reprint: UMI)
Descriptors: Civil Rights; *Constitutional Law; *Discipline; *Discipline Policy; Elementary Secondary Education; *Justice; *School Policy; *Student Rights; Supreme Court Litigation

The problem of developing a widely acceptable set of standards for evaluating school discipline is examined. The issue of determining what kinds of evidence best indicate whether schools are living up to norms of basic fairness in their evaluation standards is also explored. (RLV)

EJ 210 271 SP 508 919
Report Card on a Teacher. Mack, Jean. *Journal of Teacher Education;* v30 n4 p37-38 Jul-Aug 1979 (Reprint: UMI)
Descriptors: Class Management; *Discipline; *Discipline Policy; Misbehavior; Primary Education; Teacher Evaluation; *Teaching Techniques

The considerable gap between educational policy regarding discipline techniques and the reality of the classroom is explored. (LH)

EJ 210 371 UD 507 429
Exploring Remedies from Within. Hollingsworth, Ellen Jane. *Education and Urban Society;* v11 n4 p511-26 Aug 1979 (Reprint: UMI)
Descriptors: Changing Attitudes; *Conflict Resolution; *Discipline Policy; Elementary Secondary Education; *Grievance Procedures; Innovation; Ombudsmen; *Organizational Change; *Student Rights; *Teacher Attitudes

The article explores two types of grievance systems widely utilized in the American public school system: code grievance systems and alternative structures. (RLV)

continued on next page

EJ 210 372 UD 507 430
Advocacy Groups and School Discipline. Haralson, Eric. *Education and Urban Society*, v11 n4 p527-46 Aug 1979 (Reprint: UMI)
Descriptors: *Child Advocacy; *Community Involvement; Conflict Resolution; *Discipline; Elementary Secondary Education; Power Structure; Special Education; *Student Rights; Suspension

This report focuses on the activities of school advocacy groups in the area of school discipline. It concludes that the advocacy approach, while not always appropriate, is the most desirable for problems which neither conventional school programs nor relatively new conflict resolution mechanisms adequately address. (Author/RLV)

EJ 210 373 UD 507 431
Improving School Disciplinary Practices: Community Strategies. Mizell, M. Hayes. *Education and Urban Society*, v11 n4 p547-66 Aug 1979 (Reprint: UMI)
Descriptors: *Citizen Participation; Community Action; *Community Involvement; *Discipline Policy; Elementary Secondary Education; Grievance Procedures; *School Community Relationship; *School Policy

Widely held community belief is that lack of discipline is the biggest problem that public schools face. The community must be better informed regarding school discipline in order to effectively participate in changing policy. (RLV)

EJ 210 644 CG 517 015
The Piers - Harris Self-Concept Scale: Norms for Behaviorally Disordered Children. Bloom, Robert B., And Others. *Psychology in the Schools*, v16 n4 p483-86 1979 (Reprint: UMI)
Descriptors: Aggression; *Anti Social Behavior; Behavior Problems; Comparative Analysis; *Emotionally Disturbed; *Norms; *Problem Children; *Self Concept
Identifiers: *Piers Harris Childrens Self Concept Scale

The Piers-Harris Self-Concept Scale was administered to behaviorally disordered children referred to a child study center for antisocial, aggressive, and criminal behavior. Compared to the aggregate mean for published scores of normal children, the subject group's scores were significantly lower and more variable. (Author)

EJ 210 896 EA 511 882
Two Successful Methods for Dealing with Discipline. Hudgens, John H. *NASSP Bulletin*, v63 n430 p113-14 Nov 1979 (Reprint: UMI)
Descriptors: *After School Programs; Class Attendance; *Discipline Policy; Secondary Education; Truancy
Identifiers: After School Detention Programs; *Richland Northeast High School SC; South Carolina (Columbia); *Student Courts

The Richland Northeast High School in Columbia, South Carolina, finds an after-school detention program and a student supreme court to be successful in handling discipline problems. (JM)

EJ 211 369 HE 511 896
Order in the Classroom! Postman, Neil. *Atlantic*, v244 n3 p35-38 Sep 1979
Descriptors: Behavior Problems; Behavior Standards; *Classroom Environment; *Discipline; Dress Codes; Educational Change; *Group Relations; Higher Education; Intellectual Development; Maladjustment; *Student Behavior; *Student School Relationship

Student attitudes fundamental for achievement of certain kinds of learning are identified: tolerance for delayed gratification, a certain measure of respect for and fear of authority, and a willingness to accommodate one's individual desires to the interests of group cohesion and purpose. (MLW)

EJ 211 743 SO 507 624
Court Intervention in Pupil Discipline: Implications and Comment. Hazard, William R. *American Behavioral Scientist*, v23 n2 p169-205 Dec 1979 (Reprint: UMI)
Descriptors: *Court Role; *Discipline; *Discipline Policy; Educational Environment; *Educational History; Educational Legislation; Elementary Secondary Education; Student Attitudes

Traces expanding involvement by state and federal courts in elementary and secondary schooling—particularly in the area of pupil discipline. Court cases and their influence on school authorities are discussed. (Author/DB)

EJ 213 020 PS 508 010
You Can Do It! Discipline. Canter, Lee. *Instructor*, v89 n2 p106-08,110,112 Sep 1979 (Reprint: UMI)
Descriptors: *Assertiveness; *Discipline; Discipline Problems; Elementary Education; *Elementary School Teachers; Guidelines; *Teacher Attitudes

Discusses classroom discipline and presents suggestions on how teachers can become more assertive in their classrooms. (CM)

EJ 213 556 SP 509 063
Open Education and Pupil Control Ideologies of Teachers. Hoy, Wayne K.; Jalovick, Judith M. *Journal of Educational Research*, v73 n1 p45-49 Sep-Oct 1979 (Reprint: UMI)
Descriptors: Class Management; Classroom Environment; Curriculum Design; *Discipline; *Humanistic Education; *Open Education; *Student Teacher Relationship; *Teacher Attitudes; Teacher Behavior

Tests of attitudes and behavior of teachers showed a direct relationship between open attitudes and open educational practices; custodial pupil control orientation was inversely related. (Editor)

EJ 214 866 RC 503 550
Resource Management: The Key to Success. *American Indian Journal*, v5 n11 p21-32 Nov 1979 (Reprint: UMI)
Descriptors: *American Indians; Coordination; *Energy Conservation; Environment; *Environmental Education; Natural Resources; *Reservations (Indian); Resources; Tribes
Identifiers: *Energy Development; *Resource Management; Water Rights

Gary Kimble, past staff attorney of the Senate Select Committee on Indian Affairs, cites resource management as one of the most important current issues in Indian affairs. Discusses water rights, coordination of energy efforts between tribes, and the need for Indians to know all the ramifications of reservation energy development. (DS)

EJ 216 073 EA 512 481
Exploring Alternatives to Punishment: The Keys to Effective Discipline. McDaniel, Thomas R. *Phi Delta Kappan*, v61 n7 p455-58 Mar 1980 (Reprint: UMI)
Descriptors: Behavior Change; *Class Management; Classroom Techniques; Corporal Punishment; *Discipline; Elementary Secondary Education; Models; *Punishment

Outlines the behavior, the human relations, and the pedagogical models of disciplinary practices that can serve as alternatives to punishment. Argues that increased, society-wide efforts to find and implement alternatives to punishment are called for. (IRT)

EJ 216 898 SP 509 222
The Discipline Dilemma. Horacek, Thelma. *Today's Education*, v68 n2 p20-21 Apr-May 1979 (Reprint: UMI)
Descriptors: *Class Management; *Discipline; *Parent Responsibility; *Parent Teacher Cooperation; *School Responsibility; Student Behavior

Guidelines for effective discipline techniques are given. (JD)

EJ 216 899 SP 509 223
The Teacher Who Disciplines LEAST.... Mallory, Richard M. *Today's Education*, v68 n2 p23-26 Apr-May 1979 (Reprint: UMI)
Descriptors: Behavior Change; Classroom Environment; *Classroom Techniques; *Discipline; *Teacher Response; *Teaching Methods

Not overreacting to disruptive behavior can be an effective way of maintaining classroom discipline. (JD)

continued on next page

EJ 217 683 EA 512 427
How to Discipline Handicapped Kids. Howe, Jonathan T. *American School Board Journal*; v167 n2 p30 Feb 1980 (Reprint: UMI)
Descriptors: *Discipline; Due Process; Elementary Secondary Education; Expulsion; *Handicapped Students; Student Rights; Suspension
Identifiers: *Education for All Handicapped Children Act

Handicapped children are not immune from a school's disciplinary rules but such children may have additional protection under Public Law 94-142. (Author/IRT)

EJ 217 744 EA 512 550
Clarifying Teachers' Beliefs about Discipline. Glickman, Carl D.; Tamashiro, Roy T. *Educational Leadership*; v37 n6 p459-64 Mar 1980 (Reprint: UMI)
Descriptors: *Behavior Theories; *Discipline Policy; Elementary Secondary Education; *Evaluation Methods; *Measurement Instruments; *Student Teacher Relationship

Introduces an instrument for teachers to use in clarifying their beliefs on discipline so they can select strategies with which they are comfortable. (Author/MLF)

EJ 218 009 PS 508 194
Relationship of Demographic Factors to Parental Discipline Techniques. Zussman, John Unger. *Developmental Psychology*; v14 n6 p685-86 Nov 1978
Descriptors: Assertiveness; *Children; *Demography; *Discipline; Family Structure; *Parent Child Relationship; Sex (Characteristics); Sex Differences; Socioeconomic Status

Employs three demographic variables (sex of child, socioeconomic status, and family size) as predictors of parental discipline. Subjects were 44 (22 male, 22 female) fifth graders and their mothers. (MP)

EJ 218 124 PS 509 031
Children Live by Rules/Let Them Help Make Them. Hesch, Patricia Yunker. *Day Care and Early Education*; v7 n2 p12-15 Win 1979 (Reprint: UMI)
Descriptors: *Day Care Services; *Discipline; Early Childhood Education; *Preschool Children; Student Behavior; *Student Participation; *Teaching Methods
Identifiers: *Rules

Suggests some ways that teachers can establish and maintain appropriate behavior in preschool children in day care centers. (MP)

EJ 218 238 PS 509 150
Disciplinary Encounters between Young Boys and Their Mothers and Fathers: Is There a Contingency System? Lytton, Hugh. *Developmental Psychology*; v15 n3 p256-68 May 1979
Descriptors: Behavioral Science Research; *Discipline; Fathers; *Interaction Process Analysis; Mothers; Observation; *Parent Attitudes; *Parent Child Relationship; *Preschool Children

EJ 218 696 TM 504 897
Reactions to a Child's Mistakes as Affected by Her/His Looks and Speech. Berkowitz, Leonard; Frodi, Ann. *Social Psychology Quarterly*; v42 n4 p420-25 Dec 1979 (Reprint: UMI)
Descriptors: *Aggression; Bias; *Children; *Discipline; Emotional Response; Females; Higher Education; Intermediate Grades; *Interpersonal Attraction; Physical Characteristics; Punishment; *Reactive Behavior; Stimulus Behavior; *Stuttering
Identifiers: *Aversive Stimuli

Undergraduate females were or were not provoked by a confederate, and then required to discipline a girl who was pretty or was unattractive, or to discipline a boy who stuttered or one who spoke normally. The undesirable physical characteristics provoked stronger punishment, especially when subjects were angry. (Author/GDC)

EJ 219 179 AA 510 971
Faceworking: Helping Students Save Face in the Classroom. Lasley, Thomas J. *Clearing House*; v53 n1 p5-7 Sep 1979 (Reprint: UMI)
Descriptors: *Behavior Change; *Classroom Techniques; *Discipline; Educational Philosophy; Effective Teaching; Elementary Secondary Education; Humanistic Education; Interpersonal Relationship; Self Concept; *Self Esteem; Student Teacher Relationship; Teacher Attitudes; Teaching Techniques

Faceworking, or allowing a student to "save face," enables teachers to deal with mild discipline problems without creating unnecessary conflicts. Presented are ways teachers can use excusing, humoring, or ignoring, to enable students to maintain their self-esteem while at the same time modifying their behavior. (KC)

ANSWER TO SIMULATION EXERCISE

1.&2. Some of the potential documents and journal articles include:

ED 177 691	EJ 200 758	EJ 213 556
ED 178 419	EJ 207 504	EJ 216 073
ED 179 887	EJ 207 505	EJ 216 898
ED 180 115	EJ 210 896	EJ 216 899
ED 182 023	EJ 213 028	EJ 217 683
		EJ 218 124

3. Documents with research findings include:

ED 175 112	ED 182 780	EJ 209 186
ED 175 534	ED 183 285	EJ 210 366
ED 175 536	ED 183 541	EJ 210 664
ED 176 378	ED 183 542	EJ 213 556
ED 178 094	ED 183 543	EJ 214 886
ED 179 328	ED 183 545	EJ 218 088
ED 180 075	ED 183 549	EJ 218 657
ED 180 985	ED 184 729	EJ 218 696

4. Documents summarizing information on "discipline" include:

ED 175 087	ED 181 150
ED 177 729	ED 182 015
ED 180 054	ED 182 827

5. Document accessioned by the ERIC Clearinghouse on Teacher Education are coded *SP*.

ED 183 541	EJ 210 271
ED 183 543	EJ 213 556
ED 183 545	EJ 216 898
ED 183 549	EJ 216 899

6. Teacher education modules include:

ED 183 545	EJ 207 538
	EJ 216 899

7. Documents on elementary school settings include:

ED 175 534	ED 183 550	EJ 211 743
ED 178 094	ED 183 551	EJ 213 028
ED 175 536	ED 184 722	EJ 218 124
ED 183 541	ED 184 729	EJ 218 238
ED 183 542	EJ 208 467	EJ 218 657
ED 183 549	EJ 209 458	

8. Some of the cues for question 3: title: "Study of . . .;" Publication Type: Reports-research (143); reported in journal like *American Educational Research Journal* that publish only research studies.

   Some cues for question 4: Publication Type: Information Analysis (070).

   The ERIC Clearinghouse accession code *SP* for Teacher Education, the only clue, is listed only in resumes.

   Question 6 clues include titles, words like inservice and teacher education, use of the descriptor, teacher education.

SOURCES OF ERIC PUBLICATIONS

Resources in Education (RIE)

For subscription: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Back issues from 1968-1978: Macmillan Publishing Co., Inc., 100D Brown Street, Riverside, New Jersey 08075.

Back issues from 1979-present: Oryx Press, 2214 North Central at Encanto, Phoenix, Ariz. 85004.

Current Index to Journals in Education (CIJE)

For subscription: Oryx Press, 2214 North Central at Encanto, Phoenix, Ariz. 85004.

Back issues from 1969-1978: MacMillan

Back issues from 1979-present: Oryx Press

Thesaurus of ERIC Descriptors, Completely Revised, 1980: Oryx Press

Directory of ERIC Search Services

Free list of organizations offering computer searches of ERIC: ERIC Processing and Reference Facility, 4833 Rugby Ave., Suite 303, Bethesda, MD. 20014.

Directory of ERIC Microfiche Collections

Free list of locations of ERIC microfiche collections: ERIC Processing and Reference Facility.

Microfiche and Paper Copies of Most Documents: ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Va. 22210 (703) 841-1212.

Reprints of Journal articles, University Microfilms International, 300 North Zeeb Road, Ann Arbor, Michigan 48106, (800) 521-3042.

ERIC CLEARINGHOUSES

CE ERIC Clearinghouse on Career Education
Ohio State University
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
Telephone: (614) 486-3655

Career education formal and informal at all levels, encompassing attitudes, self-knowledge, decision-making skills, general and occupational knowledge and specific vocational and occupational skills adult and continuing education, formal and informal relating to occupational, family, leisure citizen organizational and retirement roles, vocational and technical education, including new sub-professional fields, industrial arts, and vocational rehabilitation for the handicapped.

CG ERIC Clearinghouse on Counseling and Personnel Services
University of Michigan
School of Education Building, Room 2108
Ann Arbor, Michigan 48109
Telephone: (313) 764-9492

Preparation, practice, and supervision of counselors at all educational levels and in all settings; theoretical development of counseling and guidance; use and results of personnel procedures such as testing, interviewing, disseminating, and analyzing such information; group work and case work; nature of pupil, student, and adult characteristics; personnel workers and their relation to career planning, family consultations, and student orientation activities.

PS ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois
College of Education
Urbana, Illinois 61801
Telephone: (217) 333-1386

Prenatal factors, parental behavior, the physical, psychological, social, educational, and cultural development of children from birth through the primary grades; educational theory, research, and practice related to the development of young children.

EA ERIC Clearinghouse on Educational Management
University of Oregon
Eugene, Oregon 97403
Telephone: (503) 686-5043

Leadership, management, and structure of public and private educational organizations; practice and theory of administration; preservice and inservice preparation of administrators; tasks, and processes of administration, methods and varieties of organization, organizational change, and social context of the organization.
Sites, buildings, and equipment for education, planning, financing, constructing, renovating, equipping, maintaining, operating, insuring, utilizing, and evaluating educational facilities.

EC ERIC Clearinghouse on Handicapped and Gifted Children
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
Telephone: (703) 620-3660

Aurally handicapped, visually handicapped, mentally handicapped, physically handicapped, emotionally disturbed, speech handicapped, learning disabilities and the gifted; behavioral, psychomotor, and communication disorders; administration of special education services; preparation and continuing education of professional and paraprofessional personnel; preschool learning and development of the exceptional; general studies on creativity.

HE ERIC Clearinghouse on Higher Education
George Washington University
One Dupont Circle, Suite 630
Washington, D.C. 20036
Telephone: (202) 296-2597

Various subjects relating to college and university students, college and university conditions and problems, college and university programs, curricular and instructional problems and programs, faculty, institutional research; federal programs, professional education (medical, law, etc.), graduate education, university extension programs, teaching-learning, planning, governance, finance, evaluation, interinstitutional arrangements, and management of higher educational institutions.

IR ERIC Clearinghouse on Information Resources
Syracuse University
School of Education
Syracuse, New York 13210
Telephone: (315) 423-3640

Management, operation, and use of libraries, the technology to improve their operation and the education, training, and professional activities of librarians and information specialists. Educational techniques involved in microteaching, systems analysis, and programmed instruction employing audiovisual teaching aids and techology, such as television, radio, computers, and cable television, communication satellites, microforms, and public television.

JC ERIC Clearinghouse for Junior Colleges
University of California
Powell Library, Room 96
Los Angeles, California 90024
Telephone: (213) 825-3931

Development, administration, and evaluation of public and private community junior colleges. Junior college students, staff, curricula, programs, librarians, and community services.

FL ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
3520 Prospect St. N.W.
Washington, D.C. 20007
Telephone: (202) 298-9292

Languages and linguistics. Instructional methodology psychology of language learning, cultural and intercultural content, application of linguistics, curricular problems and developments, teacher training and qualifications, language sciences, psycholinguistics, theoretical and applied linguistics, language pedagogy, bilingualism, and commonly taught languages including English for speakers of other languages.

continued on next page

CS **ERIC Clearinghouse on Reading and Communication Skills**

National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801
Telephone: (217) 328-3870

Reading, English, and communication skills, preschool through college. Educational research and development in reading, writing, speaking, and listening. Identification, diagnosis, and remediation of reading problems. Speech communication—forensics, mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, instruction development speech sciences, and theater. Preparation of instructional staff and related personnel in these areas.
All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching instructional materials, curricula, tests and measurement, preparation of reading teachers and specialists, and methodology at all levels. Role of libraries and other agencies in fostering and guiding reading. Diagnostic and remedial services in school and clinical settings.

RC **ERIC Clearinghouse on Rural Education and Small Schools**

New Mexico State University
Box 3AP
Las Cruces, New Mexico 88003
Telephone: (505) 646-2623

Education of Indian Americans, Mexican Americans, Spanish Americans, and migratory farm workers and their children; outdoor education, economic, cultural, social, or other factors related to educational programs in rural areas and small schools; disadvantaged of rural and small school populations.

SE **ERIC Clearinghouse for Science, Mathematics, and Environmental Education**

Ohio State University
1200 Chambers Road, Third Floor
Columbus, Ohio 43212
Telephone: (614) 422-6717

All levels of science, mathematics, and environmental education, development of curriculum and instructional materials, media applications, impact of interest, intelligence, values, concept development upon learning preservice and inservice teacher education and supervision.

SO **ERIC Clearinghouse for Social Studies/Social Science Education**

855 Broadway
Boulder, Colorado 80302
Telephone: (303) 492-8434

All levels of social studies and social science; all activities relating to teachers, content of disciplines, applictions of learning theory, curriculum theory, child development theory, and instructional theory; research and development programs; special needs of student groups, education as a social science, social studies social science and the community.

SP **ERIC Clearinghouse on Teacher Education**

American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036
Telephone: (202) 293-2450

School personnel at all levels, all issues from selection through perservice and inservice preparation and training to retirement, curricula, educational theory and philosophy, general education not specifically covered by Educational Management Clearinghouse; Title XI NDEA Institutes not covered by subject specialty in other ERIC Clearinghouses; all aspects of physical education.

TM **ERIC Clearinghouse on Tests, Measurement, and Evaluation**

Educational Testing Service
Princeton, New Jersey 08540
Telephone: (609) 921-9000 ext. 2176

Tests and other measurement devices, evaluation procedures and techniques, application of tests, measurement, or evaluation in educational projects or programs.

UD **ERIC Clearinghouse on Urban Education**

Box 40
Teachers College, Columbia University
525 W. 120th Street
New York, New York 10027
Telephone: (212) 678-3437

The relationship between urban life and schooling; the effect of urban experiencs and environments from birth onward; the academic, intellectual, and social performance of urban children and youth from grade three through college entrance (including the effect of self concept, motivation, and other affective influences), education of urban Puerto Rican and Asian American populations and rural and urban black populations; programs and practices which provide learning experiences designed to meet the special needs of diverse populations served by urban schools and which build upon their unique as well as their common characteristics; structural changes in the classroom, school, school system, and community and innovative instructional practices which directly affect urban children and youth; programs, practices and materials related to economic and ethnic discrimination, segregation, desegregation and integration in eduction; issues, programs, practices and materials related to redressing the curriculum imbalance in the treatment of ethnic minority groups.

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Participant Assessment of Unit on ERIC

Please circle the numeral that best expresses your feeling about each of the items which follow. Your perception will help in improving this unit.

1. Prior to this unit, my knowledge of ERIC was:	*Extensive* 7	6	5	*Some* 4	3	2	*None* 1
2. In relation to my needs, the *content* was:	*Very Appropriate* 7	6	5	*Adequate* 4	3	2	*Not Appropriate* 1
3. Oral presentations were:	*Very Interesting* 7	6	5	*Average* 4	3	2	*Dull* 1
4. Printed materials were:	*Clear and Informative* 7	6	5	*Average* 4	3	2	*Vague and of Little Use* 1
5. The unit was:	*Very Well Organized* 7	6	5	*Organized* 4	3	2	*Unorganized* 1
6. Overall, I consider this unit:	*Excellent* 7	6	5	*Average* 4	3	2	*Poor* 1
7. I would recommend the unit to others.	*Definitely Yes* 7	6	5	*Uncertain* 4	3	2	*Definitely No* 1
8. I will use information and skills learned in this unit.	*Definitely Yes* 7	6	5	*Uncertain* 4	3	2	*Definitely No* 1
9. I now believe ERIC is:	*Extremely Useful* 7	6	5	*Useful Resource* 4	3	2	*Of No Value* 1

10. Comments/Suggestions/Observations _____

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PART IV

ATTACHED RESOURCES

A number of resources on ERIC should be used with this Module.

The following can be purchased through the ERIC Document Reproduction Service (P.O. Box 190, Arlington, Virginia 22210):

ERIC Information Analysis Products (and other Clearinghouse Publications). An Annotated Bibliography of Information Analysis Publications of the ERIC Clearinghouses. (Order ED 191 502; price: MF01/PC03).

Bibliography of Publications About ERIC. (Order ED 169 955; price: MF01/PC01).

These publications may be obtained free of charge from the ERIC Processing and Reference Facility (4833 Rugby Avenue, Suite 303, Bethesda, Maryland 20814):

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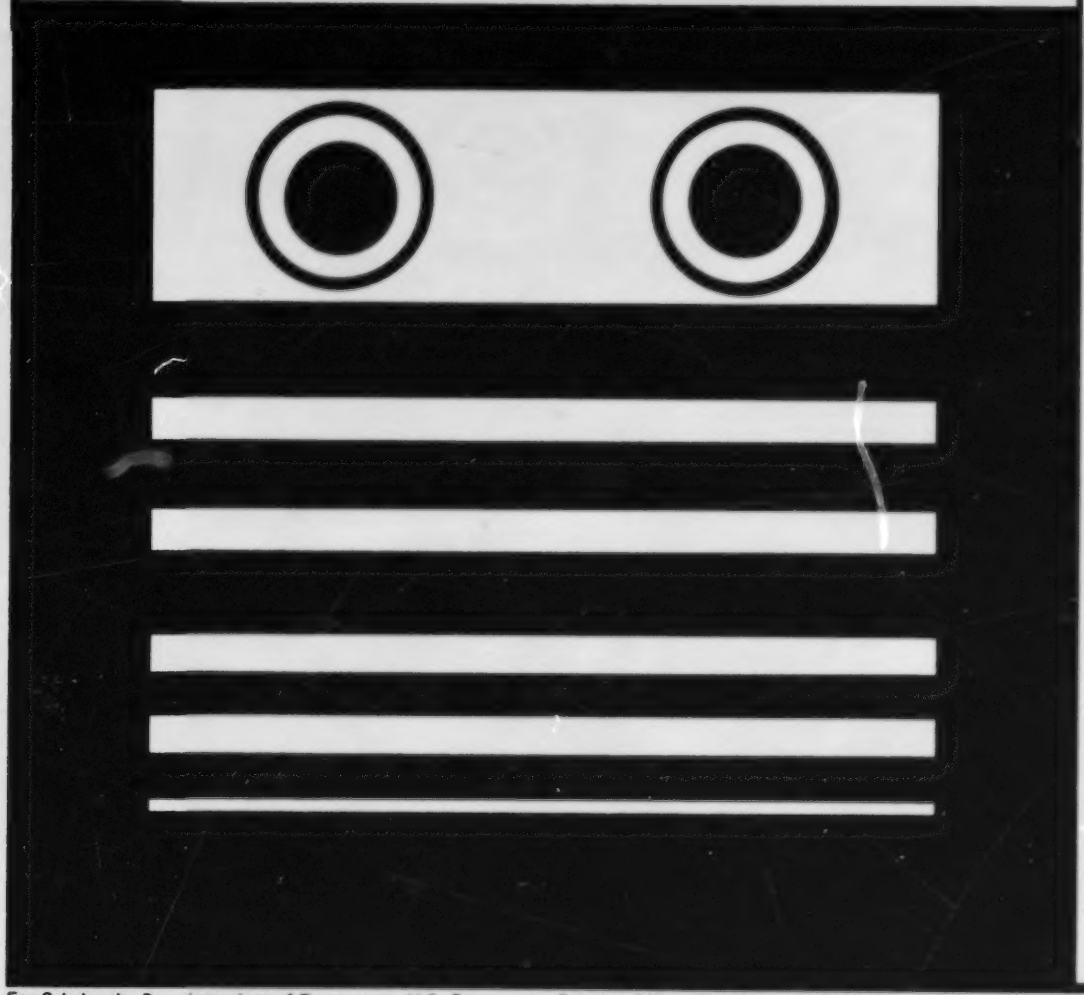

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Throughout the educational community, today's predominant themes are the acceleration of educational improvement and increased learning opportunities for students. Improved curriculums, new media, and more effective teaching methods are being designed and developed in laboratories, research programs, and classrooms throughout the country. These activities are going on at a rate unprecedented in the history of education. All this recent and expanding activity has produced much valuable information. This information is contained in documents that have not always reached the people who need them. The purpose of the Educational Resources Information Center—ERIC—is to provide access to this literature.

ERIC is a national information system supported and operated by the National Institute of Education (NIE), for providing ready access to descriptions of exemplary programs, research and development efforts, and related information that can be used in developing more effective educational programs.

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INTRODUCTION

What is ERIC?

A national information system

A source for obtaining documents on education

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What does ERIC do?

Collects, screens, organizes, and disseminates reports

Furnishes copies of educational documents at nominal cost

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Prepares interpretive summaries, research reviews, and bibliographies on critical topics in education

Services information centers throughout the country

Answers educational information questions

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teachers

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To learn about new classroom techniques and materials

To discover "how-to-do-it" projects for personal and professional development

school administrators

To identify new and significant educational developments

To apply new management tools and practices

To base budget estimates on the latest research data

undergraduate and graduate students

To gain access to the latest information for preparing term papers, theses, and dissertations

To obtain information on career development in education

To build a personalized, low-cost library on education

professional organizations

To assist members in keeping abreast of research in a specific area of education

To inform members of significant developments in peripheral or related areas of education

To keep members up-to-date on information systems

information specialists

To compile bibliographies and summaries on specific educational topics

To search ERIC publications for answers to inquiries

To locate and order documents for local information centers

researchers

To keep up-to-date on research in their field of interest

To avoid duplication of research efforts

To obtain full-text documents on research

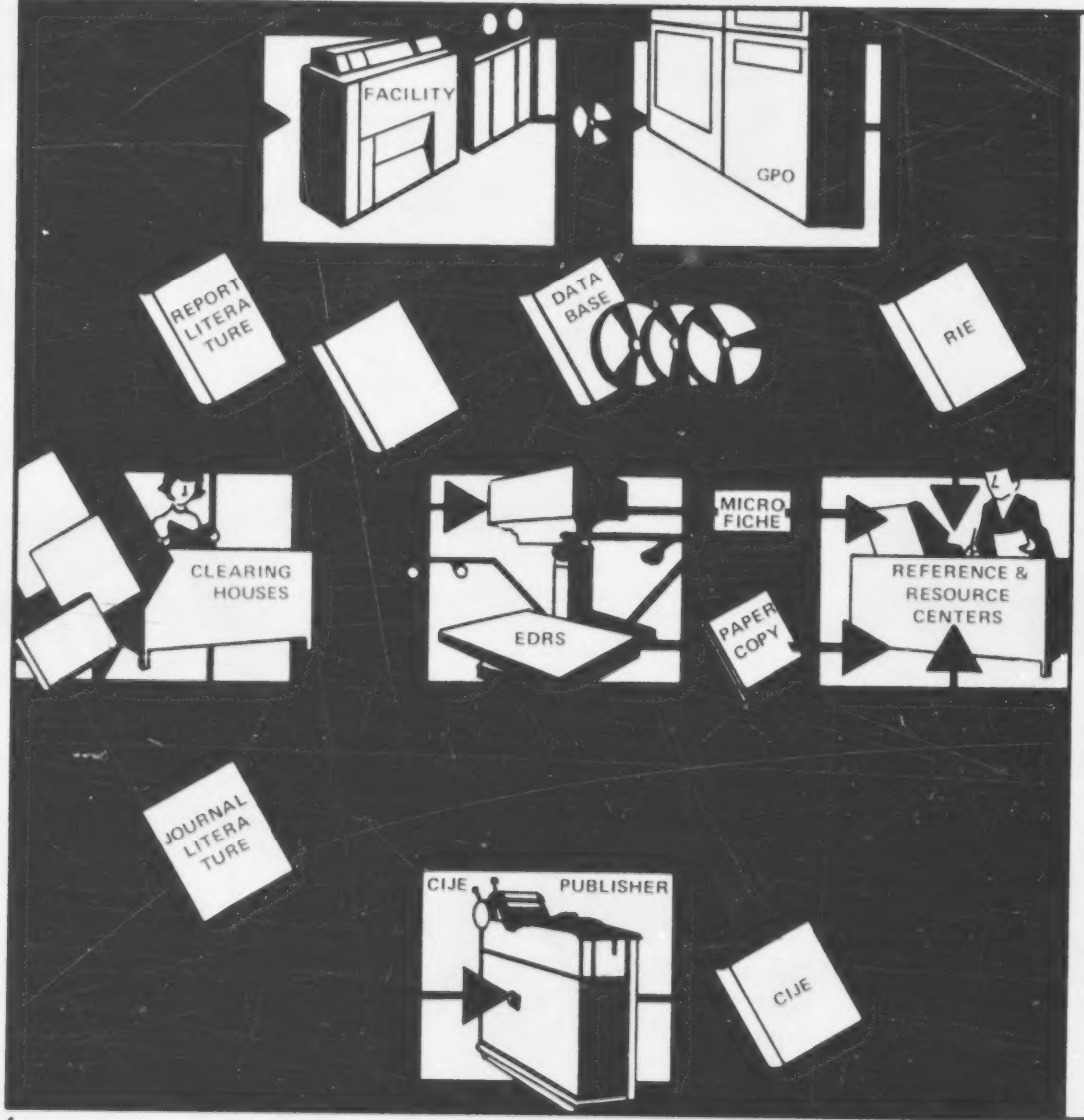
anyone interested in education

To learn about continuing adult education

To explore the role of parents or school board members

To understand new legislation on education

THE ERIC SYSTEM



Policy for the ERIC system is established by central ERIC, a unit located in the National Institute of Education (NIE). Central ERIC awards and monitors contracts to operate the system. Sixteen clearinghouses, located at universities or professional societies, acquire and process documents as well as create information analysis products, and serve user needs. Commercial contractors provide support services in data base management, publishing products, making microfiche and reproducing documents. Finally, users receive the benefit of these activities.

REFERENCE & RESOURCE CENTERS
- Local User Dissemination
- Computer Searches
- Reference Services

CLEARINGHOUSES
- Subject Oriented
- Acquisition
- Selection
- Abstracting
- Indexing
- Information Analysis
- Inquiry Processing

FACILITY
- Editing/Validation
- Data Input
- Lexicography
- Computer Systems
- Publication Preparation
- Data Base Management

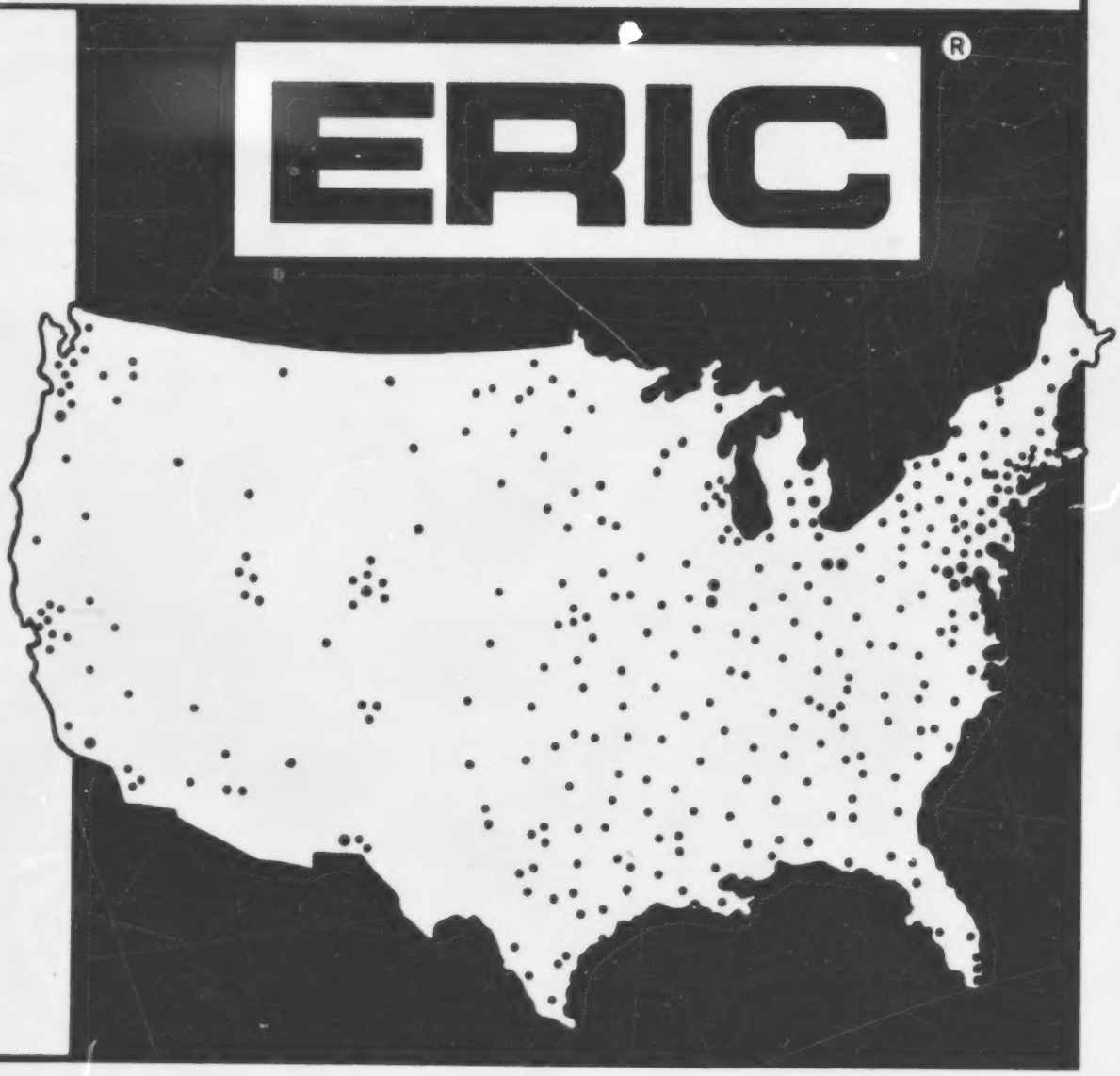
GPO
- Photocomposition
- Astract/Index Journal
- Publication RIE
- Subscription Management

EDRS
- Microfilming
- Dissemination
- Microfiche
- Paper Copy

CIJE PUBLISHER
- Commercial Publishing
- CIJE Journal
- Other Publications

ERIC AS A RESOURCE

There are 16 Clearinghouses in the nationwide ERIC network. Each specializes in a different, multi-discipline, educational area. Each searches out pertinent documents—current research findings, project and technical reports, speeches and unpublished manuscripts, books, and professional journal articles. These materials are screened according to ERIC selection criteria, abstracted, and indexed. All of this information is put into the ERIC computer data base and announced in the ERIC reference publications. Through these sources any person interested in education has easy access to reports of innovative programs, conference proceedings, bibliographies, outstanding professional papers, curriculum-related materials, and reports of the most significant efforts in educational research and development, regardless of where they first appeared. It is through these channels that ERIC brings to the community of educators current information and also insures that valuable writings on the subject of education will be permanently stored and that documents which might otherwise be lost to the profession are safeguarded, and continually available.



ERIC CLEARINGHOUSES

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base.

The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 16 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

ERIC Clearinghouse on Adult, Career, and Vocational Education
Ohio State University
Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
Telephone: (614) 486-3655

Career education, formal and informal at all levels, encompassing attitudes, self-knowledge, decision-making skills, general and occupational knowledge, and specific vocational and occupational skills; adult and continuing education, formal and informal, relating to occupational, family, leisure, citizen, organizational, and retirement roles; vocational and technical education, including new sub-professional fields, industrial arts, and vocational rehabilitation for the handicapped.

ERIC Clearinghouse on Counseling and Personnel Services
University of Michigan
School of Education Building, Room 2108
Ann Arbor, Michigan 48109
Telephone: (313) 764-9492

Preparation, practice, and supervision of counselors at all educational levels and in all settings; theoretical development of counseling and guidance; use and results of personnel procedures such as testing, interviewing, disseminating, and analyzing such information; group work and case work; nature of pupil, student, and adult characteristics; personnel workers and their relation to career planning, family consultations, and student orientation activities.

ERIC Clearinghouse on Educational Management
University of Oregon
Eugene, Oregon 97403
Telephone: (503) 686-5043

Leadership, management, and structure of public and private educational organizations; practice and theory of administration; preservice and inservice preparation of administrators; tasks, and processes of administration; methods and varieties of organization, organizational change, and social context of the organization.

Sites, buildings, and equipment for education; planning, financing, constructing, renovating, equipping, maintaining, operating, insuring, utilizing, and evaluating educational facilities.

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois
College of Education
Urbana, Illinois 61801
Telephone: (217) 333-1386

Prenatal factors, parental behavior; the physical, psychological, social, educational, and cultural development of children from birth through the primary grades; educational theory, research, and practice related to the development of young children.

ERIC Clearinghouse on Handicapped and Gifted Children
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
Telephone: (703) 620-3660

Aurally handicapped, visually handicapped, mentally handicapped, physically handicapped, emotionally disturbed, speech handicapped, learning disabilities, and the gifted, behavioral, psychomotor, and communication disorders, administration of special education services, preparation and continuing education of professional and paraprofessional personnel, preschool learning and development of the exceptional, general studies on creativity

ERIC Clearinghouse on Higher Education
George Washington University
One Dupont Circle, Suite 630
Washington, D.C. 20036
Telephone: (202) 296-2597

Various subjects relating to college and university students, college and university conditions and problems, college and university **programs; curricular** and instructional problems and programs, faculty, institutional **research; federal** programs, professional education (medical, law, etc.), graduate education, university extension programs, teaching-learning, planning, governance, finance, evaluation, interinstitutional arrangements, and management of higher educational institutions

ERIC Clearinghouse on Information Resources
Syracuse University
School of Education
Syracuse, New York 13210
Telephone: (315) 423-3640

Management, operation, and use of libraries, the technology to improve their operation and the education, training, and professional activities of librarians and information specialists. Educational techniques involved in microteaching, systems analysis, and programmed instruction employing audiovisual teaching aids and technology, such as television, radio, computers, and cable television, communication satellites, microforms, and public television.

ERIC Clearinghouse for Junior Colleges
University of California at Los Angeles
Powell Library, Room 96
Los Angeles, California 90024
Telephone: (213) 825-3931

Development, administration, and evaluation of public and private community junior colleges. Junior college students, staff, curricula, programs, libraries, and community services.

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, D.C. 20007
Telephone: (202) 298-9292

Languages and linguistics. Instructional methodology psychology of language learning, cultural and intercultural content, application of linguistics, curricular problems and developments, teacher training and qualifications, language sciences, psycho-linguistics, theoretical and applied linguistics, language pedagogy, bilingualism, and commonly taught languages including English for speakers of other languages.

ERIC Clearinghouse on Reading and Communication Skills
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801
Telephone: (217) 328-3870

Reading, English, and communication skills, preschool through college. Educational research and development in reading, writing, speaking, and listening. Identification, diagnosis, and remediation of reading problems. Speech communication— forensics, mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, instruction development, speech sciences, and theater. Preparation of instructional staff and related personnel in these areas.

All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching. Instructional materials, curricula, tests and measurement, preparation of reading teachers and specialists, and methodology at all levels. Role of libraries and other agencies in fostering and guiding reading. Diagnostic and remedial services in school and clinical settings.

ERIC Clearinghouse on Rural Education and Small Schools
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88003
Telephone: (505) 646-2623

Education of Indian Americans, Mexican Americans, Spanish Americans, and migratory farm workers and their children; outdoor education; economic, cultural, social, or other factors related to educational programs in rural areas and small schools; disadvantaged of rural and small school populations.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education
Ohio State University
1200 Chambers Road, Third Floor
Columbus, Ohio 43212
Telephone: (614) 422-6717

All levels of science, mathematics, and environmental education; development of curriculum and instructional materials; media applications; impact of interest, intelligence, values, and concept development upon learning; preservice and inservice teacher education and supervision.

ERIC Clearinghouse for Social Studies/Social Science Education
855 Broadway
Boulder, Colorado 80302
Telephone: (303) 492-8434

All levels of social studies and social science; all activities relating to teachers; content of disciplines; applications of learning theory; curriculum theory; child development theory; and instructional theory; research and development programs; special needs of student groups; education as a social science; social studies/social science and the community.

ERIC Clearinghouse on Teacher Education
American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 616
Washington, D.C. 20036
Telephone: (202) 293-7280

School personnel at all levels; all issues from selection through preservice and inservice preparation and training to retirement; curricula; educational theory and philosophy; general education not specifically covered by Educational Management Clearinghouse; Title XI NDEA Institutes not covered by subject specialty in other ERIC Clearinghouses; all aspects of physical education.

ERIC Clearinghouse on Tests, Measurement, and Evaluation
Educational Testing Service
Princeton, New Jersey 08541
Telephone: (609) 921-9000 ext. 2176

Tests and other measurement devices; evaluation procedures and techniques; application of tests, measurement, or evaluation in educational projects or programs.

ERIC Clearinghouse on Urban Education
Box 40
Teachers College, Columbia University
525 W. 120th Street
New York, New York 10027
Telephone: (212) 678-3437

The relationship between urban life and schooling; the effect of urban experiences and environments from birth onward; the academic, intellectual, and social performance of urban children and youth from grade three through college entrance (including the effect of self concept, motivation, and other affective influences); education of urban, Puerto Rican and Asian American populations; and rural and urban black populations; programs and practices which provide learning experiences designed to meet the special needs of diverse populations served by urban schools and which build upon their unique as well as their common characteristics; structural changes in the classroom, school, school system, and community and innovative instructional practices which directly affect urban children and youth; programs, practices, and materials related to economic and ethnic discrimination, segregation, desegregation, and integration in education; issues, programs, practices, and materials related to redressing the curriculum imbalance in the treatment of ethnic minority groups.

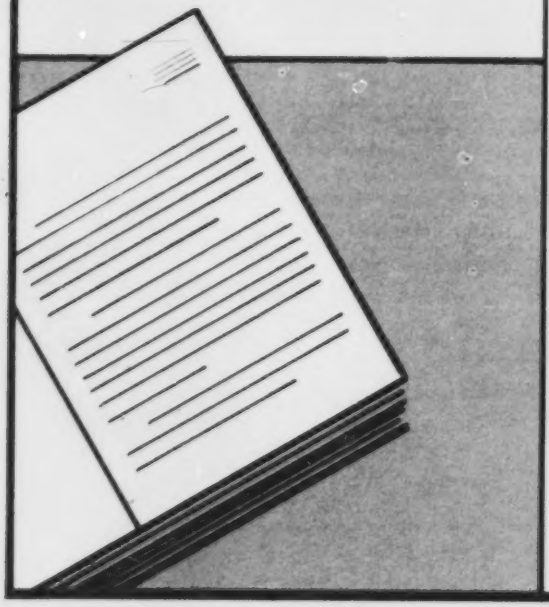
Educational Resources Information Center
Central ERIC
National Institute of Education
Washington D.C. 20208
Telephone: (202) 254-7934

ERIC REFERENCE TOOLS

Vocabulary for searching

Thesaurus of ERIC Descriptors

The *Thesaurus* is a controlled vocabulary of educational terms called descriptors that are used to index and enter documents into the ERIC system and to assist users in searching the sytem.



Continuing announcement publications for comprehensive current-awareness

Resources in Education (RIE)

A monthly abstract journal announcing recently completed research reports, descriptions of outstanding programs, and other documents of educational significance indexed by subject, author, institutional source, and publication type.

Current Index to Journals in Education (CIJE)

A monthly guide to the periodical literature with coverage of more than 775 major educational and education-related publications. It includes a main entry section with annotations, and is indexed by subject, author, and journal title. Semi-annual cumulative indexes are available.

Directories for information on ERIC collections and services

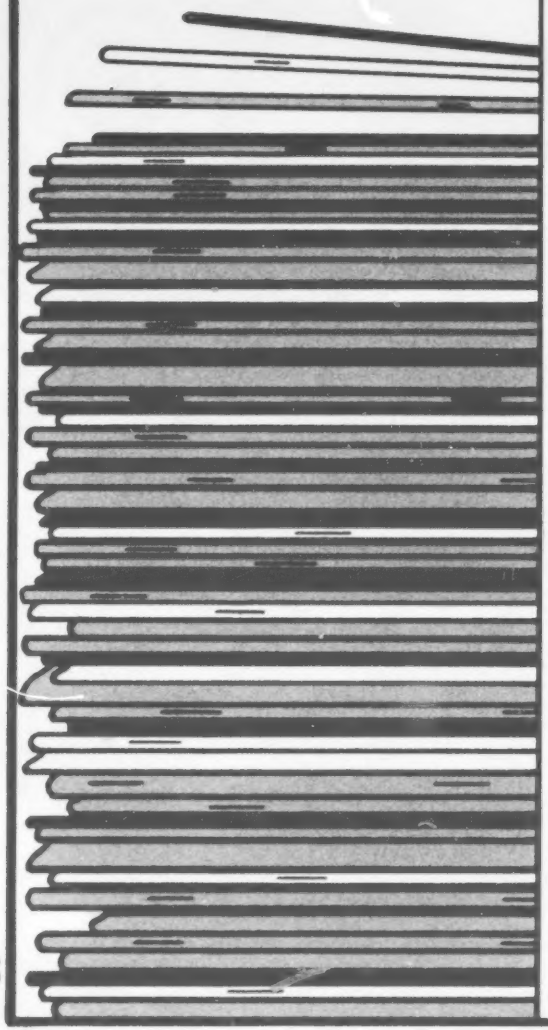
Directory of ERIC Microfiche Collections

A listing of every organization with a sizeable ERIC microfiche collection. This is organized alphabetically by state and by cities within each state for the convenience of the user.

Directory of ERIC Search Services

This document lists and describes briefly the organizations which are currently providing computerized searches of the ERIC data base. It is organized alphabetically, entries are grouped by state, and within state by city.

HOW TO USE ERIC REFERENCE TOOLS



ERIC publications are designed so that, once familiar with the format of one, you will be able to use all others. They are indexed to offer a variety of approaches for finding information by:

subject

To find documents and projects on a specific topic through the use of descriptors.

author or investigator

To find out what an author has written or to learn what an investigator is now doing.

institution

To find out what an institution or sponsoring agency has published or what research projects are now being conducted at an institution.

accession number

To identify a document when only the Clearinghouse number or ERIC ED number is available.

Methods of conducting a subject search of the ERIC system, using ERIC reference tools, can be illustrated with the following example:

> A school district is planning to supplement its study skills program with individualized reading instruction. A committee has been asked to prepare a planning paper for the design and operation of this program. If you were assigned the task of supplying this information, how could ERIC help?

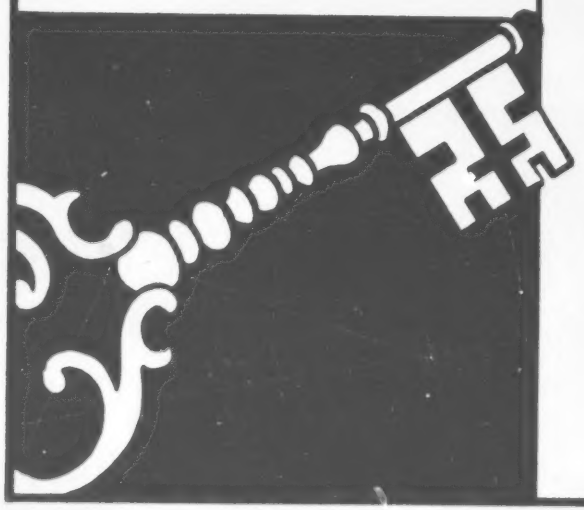
One method of obtaining such information is to search the professional literature on this topic. ERIC provides both the reference tools for locating relevant documents and access to the actual collection of documents. Depending upon how much indepth searching is needed, you can follow several routes, using the various ERIC tools.

A MANUAL SEARCH

1

First:

You need to become familiar with ERIC terminology in order to do your search. Using the *Thesaurus of ERIC Descriptors*, identify key descriptors relevant to your search, such as Individualized Reading. If additional search items are needed, use the narrower terms (NT), broader terms (BT), or related terms (RT) listed under the descriptor heading, as shown in the example on the right. SN stands for scope note.



INDIVIDUALIZED PROGRAMS

Jul 1966

CIJE: 644 RIE: 1,253

SN Noneducational programs (e.g., therapeutic, work-related, medicinal) adapted to meet individualized needs within a group (note: prior to mar80, the use of this term was not restricted to noneducational programs -- see also "Individualized Instruction" and "Individualized Reading")

BT Programs

RT Counseling Services
Guidance Programs
Individualized Instruction
Individualized Reading
Individual Needs
Rehabilitation Programs
Sheltered Workshops
Special Programs

INDIVIDUALIZED READING *Jul 1966*

CIJE: 123 RIE: 341

SN Type of reading instruction that emphasizes self-pacing and student selection of reading materials

BT Reading
Reading Instruction

RT Independent Reading
Individualized Instruction
Individualized Programs
Pacing
Reading Assignments
Reading Centers
Reading Instruction
Reading Interests
Reading Programs

Thesaurus

2

Then:

Consult the monthly issues of *Resources in Education* (RIE) for current documents on the subject. Check the Subject Index sections under the descriptor Individualized Reading, and other applicable descriptors you have chosen.

Check the most recent Semiannual Index to *Resources in Education* for relevant documents using the same descriptors. Each document is identified by an accession (i.e., ED) number.

Individualized Programs

Computer-Assisted Individualized Educational Programming.
ED 134 217

Instructional Development for Special Needs Learners: An Inservice Resource Guide.
ED 133 940

Individualized Reading

The Problem of Teenagers Reading on Elementary Levels: An Analysis of Approaches or How to Teach CVC to a Dude.
ED 133 695

RIE Subject Index

3

Also:

Extend your search to the periodical literature by consulting the monthly indexes of *Current Index to Journals in Education*.

Check back through the CIJE Cumulative Indexes, using the same descriptors. The identifying numbers for journal articles in CIJE are labeled EJ.

Reading Instruction

When Should We Begin to Teach Reading? *Language Arts* v53 n8, pp878-82, Nov-Dec '76. EJ 151 272

R is greater Than S to the subpower of 1 - e-S is the subpower of 2 - e-S to the subpower of 3 - e-S to the subpower of n. *Reading Horizons* v17 n1, pp9-13, F '76. EJ 151 230

The Effect of Music on Reading. *Reading Horizons* v17 n1, pp20-24, F '76. EJ 151 232

Learning Modality: Another Pebble in the Pond. *Reading Horizons* v17 n1, pp25-27, F '76. EJ 151 233

Assessment and Supervision of the Field Experience of a Competency Based Reading Methods Course. *Reading Horizons* v17 n1, pp56-61, F '76. EJ 151 237

Reading in the Secondary School: Teaching Students How to Add Words to Their Vocabulary: Part One. *Reading Horizons* v17 n1, pp66-70, F '76. EJ 151 238

Where to Expend Your Teaching Effort (It Does Count!). *Reading Teacher* v30 n3, pp293-96, Dec '76. EJ 151 248

CIJE Subject Index

4

Finally:

From the Subject Index of each publication, go to the Resume section to read the abstract of the document or the annotation of the periodical article identified. These sections are clearly marked and the identifying numbers (ED, EJ) appear consecutively. You can then determine whether you want to obtain the full text of the document or article (availability information is given in each resume).

EJ 151 728 JC 501 448

Remedial Reading Classes: Is it Really Worth the Effort? Butler, Paul. *Community College Review*, v4 n3, pp13-16, W '77.

*Junior Colleges, *Remedial Reading Programs, *Program Development, *Developmental Programs, *Basic Skills, Technical Institutes, Developmental Reading, Reading Achievement, Program Descriptions, [Thames Valley State Technical College, Iowa Silent Reading Test]

Faced with students with reading problems and a budget which would not cover the hiring of a reading specialist, instructors at Thames Valley State Technical College (Connecticut) developed a successful remedial reading program of their own. This article discusses how the program was developed and reports that since the past six years it has yielded gains averaging three grade levels. (DS)

CIJE Article Resume

ED 133 695 CS 003 136

Burks, Ann T.

The Problem of Teenagers Reading on Elementary Levels: An Analysis of Approaches or How to Teach CVC to a Dude.

Pub Date 76

Note—13p.; Paper presented at the Annual Meeting of the International Reading Association Southeastern Regional Conference (4th, Jacksonville, Florida, February 18-21, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Diagnostic Teaching, Grouping (Instructional Purposes), *Individualized Reading, Learning Laboratories, *Reading Failure, *Reading Instruction, *Remedial Reading Programs, Resource Teachers, Secondary Education, Tutoring

To help an elementary-level reader in a secondary school learn to read, the program must not threaten the student's ego or undermine peer approval, and it must be individualized, in the diagnostic-prescriptive mold. Any organizational plan that meets these criteria should be workable. The characteristics of several possible approaches are described, including reading labs, tutorial situations, resource teachers, homogeneous groups in one-teacher classrooms, and heterogeneous groups in one-teacher classrooms. (AA)

ED 133 696 CS 003 137

Friedenberg, Lisa

Linguistic and Conceptual Processes in the Comprehension of Spatial Antonyms.

Pub Date Sep 76

Note—16p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Cognitive Processes, Higher Education, *Language Research, Models, Reaction Time, *Reading Comprehension, *Semantics

Identifiers—*Antonyms

Three pairs of spatial antonyms (higher than/lower than, above/below, and rising away from/falling away from) were used in a task in which subjects judged whether a sentence accu-

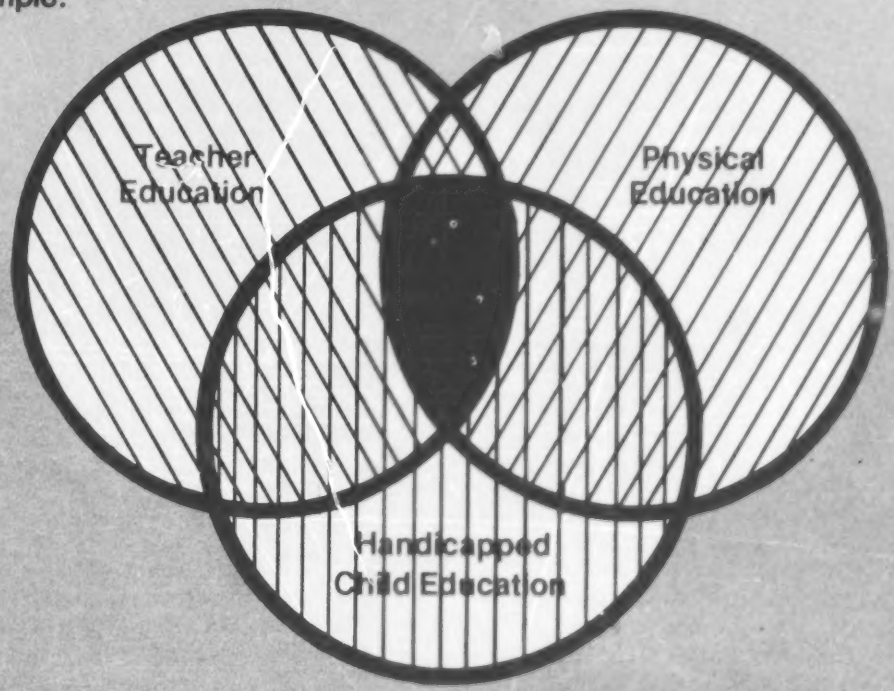
RIE Document Resume

A COMPUTER SEARCH

Using a computer to search through the ERIC data base is an efficient method of retrieving information. A search may be conducted through an ERIC clearinghouse or one of the organizations listed in the ERIC publication *Directory of ERIC Search Services.*

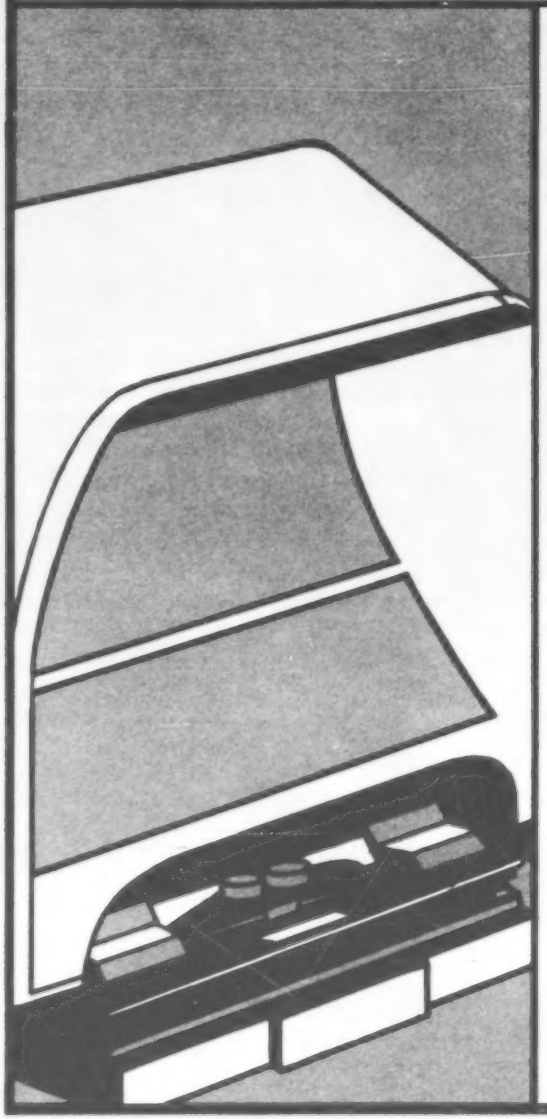
The subject of a search will be translated by a search analyst into terms from the *ERIC Thesaurus* and a strategy will be formed for information retrieval. For example, in a computer search on the subject of preparing teachers for the physical education of handicapped children, we can picture three "sets" of documents—one dealing with teacher education, one with physical education, and one with handicapped child education. The user is interested in documents which discuss all three of these "sets", as illustrated by the shaded portion in the Venn diagram to the right:

Example:



Teacher Education
Physical Education
Handicapped Child Education
The search analyst will first choose those descriptors which index physical education and teacher education, and by "crossing" them, will select out of the ERIC files material dealing with both of those concepts. By limiting the resulting group with handicapped child education descriptors, a smaller set of documents will be retrieved which deals with only those three groups. The result of the search will be a list of citations printed out in the form in which they appear in RIE or CIJE.

HOW TO OBTAIN DOCUMENTS



To enable readers to obtain the full text of documents cited in the reports section of the monthly issues of *Resources in Education*, ERIC has established the ERIC Document Reproduction Service (EDRS). EDRS supplies copies of these ERIC Reports in two forms:

microfiche (MF)

4" x 6" sheet of microfilm on which up to 96 pages of text are reproduced.

paper copy (PC)

reproduction of the document on paper at the original size.

The current cost of each document cited in *Resources in Education*, both in paper copy and microfiche, can be calculated from a table on the back pages and cover of the most recent issue. Document orders should include the complete accession number (i.e., ED number) type of reproduction (PC or MF), and the number of copies. An order form will be found in the back pages of every issue of RIE. Order from:

ERIC Document Reproduction Service
P.O. Box 190 Arlington
Virginia 22210

Reprints of articles from a majority of the journals regularly covered in *Current Index to Journals in Education* (CIJE) are now available through a reprint service from University Microfilms International. Ordering information appears on page IV of the monthly issues of CIJE.

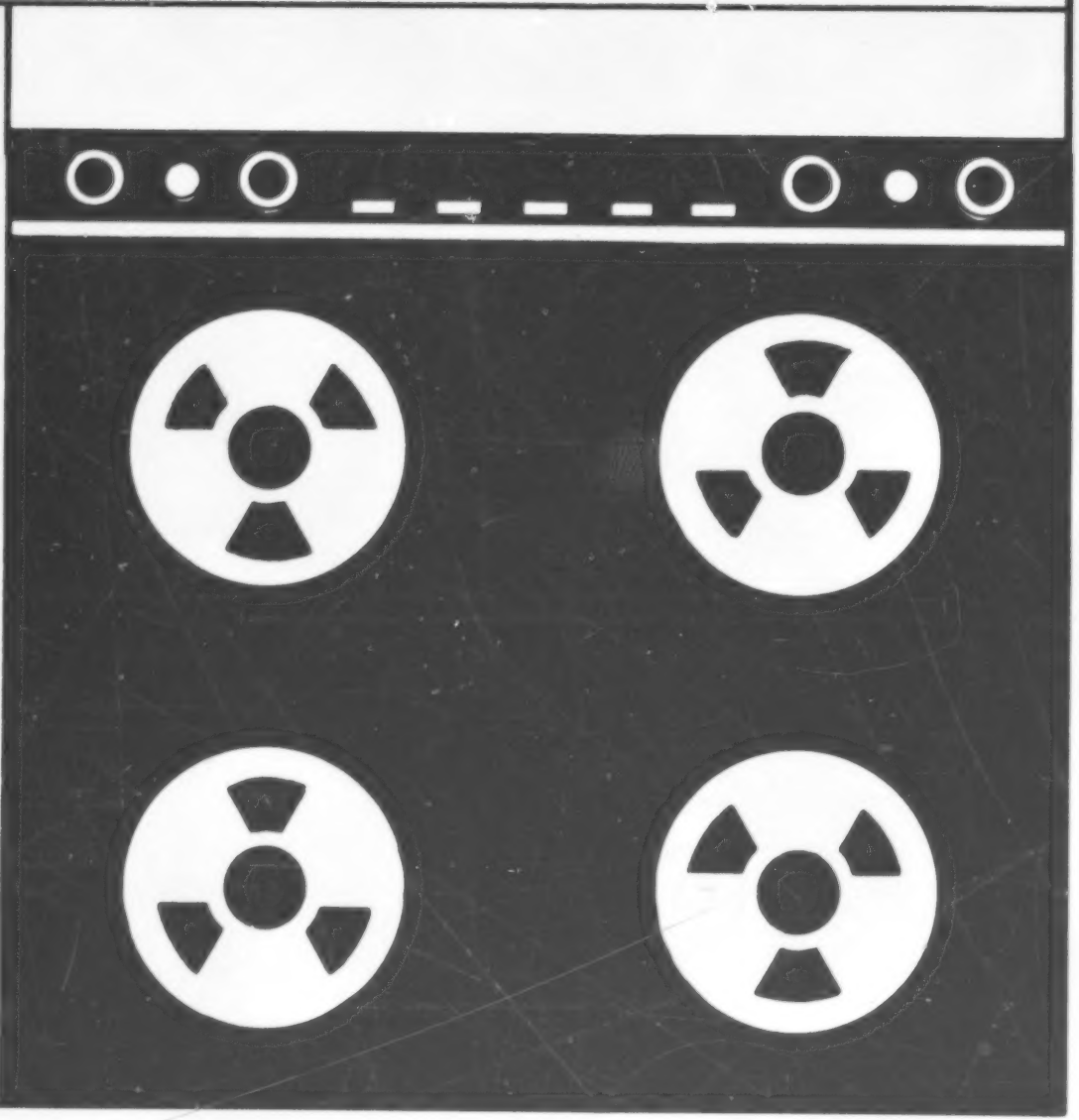
YOU AND ERIC

You will most often be a user of ERIC; however, you may also be a contributor. If you have prepared a report, speech, or paper which you would like to have considered for national dissemination through ERIC, send two clear, legible copies to:

ERIC Processing and Reference Facility
4833 Rugby Avenue, Suite 303
Bethesda, Maryland 20014

Your contribution will be forwarded to the proper Clearinghouse, screened, and if found appropriate, will be entered into the system.

If the material is copyrighted, please include your address so a reproduction release form may be sent to you.



HOW TO ORDER ERIC PRODUCTS

Resources in Education (RIE)

Yearly Subscription
Semiannual Indexes

order from:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

(Current prices listed in the most recent issue of RIE)

265

Current Index to Journals in Education (CIJE)

Single copies

Yearly Subscription

Semiannual Cumulations

order from:

The Oryx Press
2214 North Central Avenue
Phoenix, Arizona 85004

(Current prices listed in the most recent issue of CIJE)

Thesaurus of ERIC Descriptors (Completely Revised 1980)

order from:

The Oryx Press
2214 North Central Avenue
Phoenix, Arizona 85004

(Current price listed in the most recent issue of RIE)

266

The following products can be ordered from:

ERIC Processing and Reference Facility
4833 Rugby Avenue, Suite 303
Bethesda, Maryland 20014

The latest information on ERIC products may be found in the back pages of the most recent edition of *Resources in Education (RIE).*

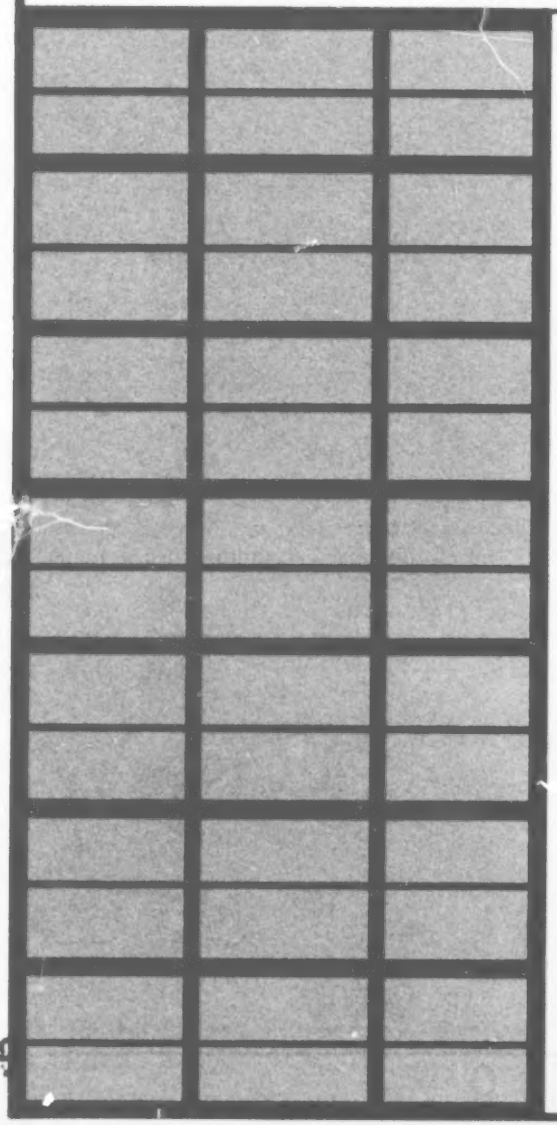
ERICTAPES

The ERIC data base is now available on magnetic tape for those organizations that have computers. Report literature announced in RIE is covered from 1966 to date, and journal article literature announced in CIJE is covered from 1969. Monthly, quarterly, and annual updates are available for RIE and CIJE, so that the files may be kept current.

ERICTOOLS

For organizations without access to a computer, ERICTOOLS provide manual multi-viewpoint access to the ERIC document collection. They are a series of printed indexes, directories, and cross reference lists, which have heretofore been available only internally to components of the ERIC network.

e.g. The Title Index, Source Directory



Directory of ERIC Microfiche Collections (Free)

There are over 700 locations in the United States where the collections are maintained—many college and university libraries, and most State Departments of Education, and there are over 60 collections in other countries.

Directory of ERIC Search Services (Free)

Computer searches are available from at least 500 locations nationwide.

269

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ERIC HAS COME A LONG WAY

For example, in one year alone:

ERIC products and services were used over 10 million times.

- Undergraduate and graduate students accounted for 62% of the users; teachers, 21%; school administrators, 11%; others, 6%.
- 9 out of every 10 users reported that through ERIC they obtained information which they probably would not have found otherwise.
- 7 out of 10 users reported that the information obtained from ERIC helped them professionally.

Over 178,000 persons used ERIC reports on microfiche during a typical week.

Over 135,000 persons used ERIC reports on paper copy during a typical week.

- Over half used more than 11 titles per year.

190,600 persons used *Resources in Education* weekly.

- 3 out of every 4 local school teachers and administrators using ERIC materials considered RIE very useful

Over 138,000 persons used *Current Index to Journals in Education* weekly.

- 3 out of every 5 reported success in finding sought after information.

AND

About 690 organizations subscribed to complete ERIC Microfiche Sets (including 60 foreign).

Annual sales of microfiche came to over 17,000,000.

Data Base Searching Services:

- 56 subscriptions to ERIC Magnetic Tapes via the ERIC Facility (including 10 foreign).
- 6 software systems providing online access to ERIC files (BRS, DIALOG, ORBIT, STAIRS, WISE-ONE, PIRETS).
- 500 services offering computer searches of ERIC Files.

ERIC Clearinghouses have produced approximately 3,000 separate and distinct information analysis products (bibliographies, literature reviews, state-of-the-art papers, evaluation summaries, etc.

Approximately 300 professional organizations linked with Clearinghouses represent a total membership of over 4,000,000.

NOTES

☆ U.S. GOVERNMENT PRINTING OFFICE: 1980 O— 629-414/2904 REGION 2-1